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## Curriculum minutes 04/03/2017

Curriculum Committee

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## **UMM CURRICULUM COMMITTEE**

2016-17 MEETING #14 Minutes

April 3, 2017, 2:30 p.m., Moccasin Flower Room

*Members Present:* Bart Finzel (chair), Pieranna Garavaso, Peh Ng, Gwen Rudney, Tracey Anderson, Mary Elizabeth Bezanson, Stephen Crabtree, Jennifer Deane, Christi Perkinson, Stephanie Ferrian, and Kerri Barnstuble

*Members Absent:* Arne Kildegaard, Kellie Meehlhause, Maggie Elinson, Jessica Gardner, and Judy Korn

*Visitors:* Nancy Helsper, Jeri Squier, Michelle Page, Janet Ericksen, and Angie Senger

***In these minutes: Request for Gen Ed Designator on Directed Study; Secondary Education Program Review; and Global Village Task Force Update***

### **Announcements**

Finzel stated that the committee can expect not to meet next week but will meet after the Easter Holiday, on April 17. He expects the Global Village Task Force will have more to report to the committee at that time, and if not, then at the final meeting of the semester on April 24.

### **Approval of Minutes from Meeting #13, March 20, 2017**

Discussion: Ng suggested several changes/corrections to the Mathematics Program Review Report section of the minutes.

MOTION (Crabtree/Garavaso) to approve the March 20, 2017, minutes as amended. Minutes were approved by unanimous voice vote.

### **Request for Gen Ed Designator on Directed Study**

Finzel explained that the student is requesting that a Gen Ed of Fine Arts (F/A) be given to a directed study titled "Studio Management." Rudney asked if it was clear that the workload matched 2 credits. Anderson noted that they would have to meet 6 hours per week. Crabtree stated that the form states that the workload would consist of "3 hours of work per week; 2 hours of scheduled studio hours and one hour per week for meeting, tracking progress, and receiving assignments." It implies that it's a total of 3 hours of work, with a breakdown of the 3 hours provided. Perkinson added that the language could be interpreted two ways. She was reading it as 3 hours plus the 3 described hours. Finzel stated that if approved, a proviso could be added that it be a total of 6 hours of work per week. Senger added that the Registrar wished for the committee members to know that, if not approved, it would be a hardship for the student who would have to take a course during the summer. Also, this directed study meets the spirit of the F/A requirement.

MOTION (Ng/Garavaso) to approve the request for a Gen Ed designator on a directed study, with the proviso that it be 6 hours of work per week. The motion passed (9-0-0).

### **Secondary Education Program Review Report**

Finzel welcomed Michelle Page, discipline coordinator and associate professor of secondary education. He reminded the committee that, as a conclusion of the program review process,

the program representatives are asked to come to the committee to address the following: 1) distinctiveness of the program, 2) Curriculum link/relationship to other programs, 3) challenges of the program, 4) recent program innovations, and 5) program goals and objectives. Secondary Education will be asked to return in 4 to 5 years to share the progress toward the goals expressed today.

Page began by providing, for those who aren't familiar with secondary education, a quick sketch of the structure of the program. Secondary education is neither a major nor a minor. It is officially a licensure/certification program leading to a teaching license in Minnesota. Minnesota requires a B.A. degree to teach secondary education. This includes Gen Eds, plus a major. In Minnesota, the licensure is not based on a major or minor in a content area. Rather, the state has published many standards in teaching and learning areas that must be met. Pre-service teachers need to dovetail requirements for their major as well as requirements to meet those state standards. There is a slate of courses at UMM that meet those standards. Roughly half of the secondary education students take the program in their 4th year, and the other half in their 5th year. There are also some who come back for licensure later or in their 6th year.

**DISTINCTIVENESS.** One distinctive quality is the importance that the Morris program puts on the centrality of the field experience. Some programs have 2-3 field experiences of 30-40 hours apiece required of students before they begin their student teaching. In our secondary education program we have a 30-hour tutor aide field experience and a fall practicum of 150 to 180 hours that includes a full-time intense experience. The students are offered a depth of experience as well as hours spent in teacher prep. The partners in area schools appreciate the fact that the candidates in teacher education come to them with a strong grasp of their subject material and can jump in quickly and give instruction.

Another distinction is a cohort model. Students apply as a group, enter as a group, and travel through the program in one given year. Using this model allows for communication, collaboration, and support among students. This is also helpful for faculty to enable them to play off of each other and build on material that crosses boundaries of courses. They are aware of what each other is doing. This cohort model contributes to high standards and professional emersion because the same students are shared across courses, enabling the faculty to hold students to high professional standards.

Candidates complete authentic and rigorous majors in their subject areas. They complete full majors and aren't taking a handful of courses that are diluted in some way and labeled as an educator class as opposed to "real" classes. Our student graduates have been in very high demand, with a high job success rate, even in fields where it is currently difficult to find jobs, such as art and music. Our graduates are getting those positions.

LINKS TO CURRICULUM/GENERAL EDUCATION. Because one cohort involves all of the subject areas, the program embraces the model and mission of UMM. Faculty also contribute to the mission of UMM by teaching outside of their discipline; for example, IC courses have been offered as well as some Gen Ed geared courses in literature. Finally, the program can't do what they do without a high level of collaboration between the subject area faculty and secondary education faculty.

INNOVATION. Due to the requirement of meeting all of the state licensing standards, the faculty have found it difficult to find ways to be creative and innovative and still meet the standards and requirements. The faculty continually endeavor to improve the program and pedagogy and think explicitly about their own practice so they can model that for their students. Changes that have been made include implementing consecutive days of field experience. Schools were concerned that our academic calendar doesn't schedule classes on consecutive days, so a program was structured that offers workshop-style courses that meet once a week for 3.5 hours. We offer cross-cultural field experiences that include schools with different geographical and cultural aspects. Personalizing some projects and curriculum in the courses is encouraged, and work sessions and edTPA support has been implemented.

GOALS. Page stated that secondary education wants to recruit more candidates to the program. They would also like to have a more diverse pool of candidates. Nationally, the data on secondary education teachers shows that 87% are white European Americans while the school student population consists of 50% students of color. That's a big gap and mismatch. The program is looking into ways to help diversify its program pool. The program also is attempting to address the sustainability of the program. There is a lack of cooperating teachers in some fields to provide mentorship, and many schools are unable to hire teachers in some areas. Sometimes it is a challenge in terms of hosting candidates in partner schools where teachers teach advanced placement (AP) or College in the Schools (CIS) classes. It is usually not permissible for our students to teach those courses. We would ideally like a stable corps of teachers to mentor our students. They would like to improve communication with and partnership with local areas and in potential placement sites in the Twin Cities. Another goal is to better use our data and assessment. We have mandatory assessments for state and federal reporting and would like to see the process as not so much jumping through hoops and instead have the data help us be creative. We need to think about partnering with subject area colleagues to satisfy federal guidelines.

Finzel asked if anyone had questions or comments. Bezanson asked how many people are enrolled in secondary education in a given year. Page answered that they have been holding steady at around 15 the last few years. They were at 24 at one time and would like to get closer to 20, which is easily sustainable and a nice sized group to have.

Bezanson stated that she found it alarming that schools are teaching math online. She wondered if programs exist that teach people to teach online. Page added that before it was shut down, the Commissioner of Education had an online learning and advisory panel, with a set of standards for online teaching in K-12 schools. That panel had discussed creating a certificate in online teaching before the committee was shelved. It is helpful for us to consider at UMM, not just

online but also distance learning in general. Some courses are taught by ITV in K-12 schools. KMS has a French program that is shared with a couple of other schools and the teachers teach by ITV.

Finzel asked how dependent we are on area schools in finding supervisors for our student teachers, and have they considered asking the system for help in placement opportunities in the metro area. Page stated that it's a good idea, but there are issues with finding others eager to help. Finzel asked if geography would be a barrier. Page stated that the distance wouldn't be a problem with student teaching, but it might make the Practicum more difficult. We need to inspire our candidates to take advantage of opportunities to seek Global Student Teaching (GST). We also have partners in El Paso and in the Twin Cities. We used to place a third of our students in the Twin Cities, a third stayed local, and a third were placed in the GST program. This year we have 1 in El Paso, 1 in the Twin Cities, 3 in GST, and everyone else stayed local.

Ng asked if the program keeps track of some of our alumni base as a resource for placement. Do we track how many are teaching in Minnesota? Page answered that they try to track them and keep a running database. It's easier with local schools such as Willmar. The difficulty they have found with Twin Cities schools is that they are already partnered with a different university. The problem is not only where to place our candidates but also we have to find a supervisor for the candidate. Ferrian asked if there is a problem with a supervisor not having taught long enough. Page answered that they want tenured, experienced teachers. They do not want someone in their first year, and they don't want to overburden them too much either if it is their first or second year in a school district.

Bezanson stated that she had read that a number of people who become teachers last about 3 years and then quit and move on. She asked if that was standard for UMM graduates. Page answered that nationally about 50% leave the profession in 3-5 years. She did not think it is true for UMM grads. Rudney added that the data is gathered by the location at a particular school. People who change schools also fall into that category. Bezanson noted that given the high percentage of students we have, and we work so hard to diversify this particular body of students, it would be great if we could keep the students in the profession. We need them to become administrators and superintendents.

Finzel thanked professor Page for her presentation of the secondary education program.

### **Global Village Task Force Update**

Finzel welcomed Janet Ericksen to the meeting and asked her and the other members of the Task Force present to give an update on their progress. Ericksen passed out a progress report (appended). She stated that the Task Force had a couple of meetings and a lot of discussion, starting with the recognition that all four areas of the Global Village are important. Deane added that the group decided to attempt to require all four areas, but not to add required credits to the General Education program. They began by trying to identify titles and language that will be more intentional by using our Student Learning Outcomes. They were trying to find a way to make the category distinctive from the other three Gen Ed categories. The word "integrated" is what they built it around. Some out of existing Gen Ed, some adjusted, some from Finzel's suggestions, and some their own. They settled on "Integrated Liberal Studies" to replace "Global Village."

The four categories within Integrated Liberal Studies started with a distinction between American Interculturalism (formerly Human Diversity) and International Interculturalism (formerly International Perspectives). Any approved courses that meet the expressed criteria could count in that category. 2xxx-level courses of 4 credits could satisfy an Integrated Liberal Studies category (just in this category) and some other Gen Ed, provided it meets a review process to prove it.

Bezanson stated that she was unhappy with the word “American.” Ericksen stated that the course has to be about U.S. and its relationship to the Americas. Bezanson stated that “American” is a trigger word for some American Indians. Ericksen stated that she consulted with the professor of American Indian Studies, Becca Gercken, who suggested it. They had thought nationalism is also a trigger word. They would welcome suggestions.

Ericksen stated that they are now trying to figure out if the change would work numerically. Because a course could fulfill 2 requirements, it wouldn't add a burden to students. It's multiplying the number of areas they have to prove they have competency in or have at least studied, but they are not multiplying the number of courses.

There will need also to be some kind of review process. On the handout under Course requirements and approval process, question #1 describes what evidence is needed to demonstrate that a course meets the requirement. The Task Force sent question #1 to several faculty members who are currently teaching courses in these areas to gain their reaction.

Bezanson asked how she should respond to people who say they don't see what makes this different, or see it simply as a re-wrap of the existing requirement. Ericksen answered they would be requiring students to do all of them. Deane added that the key point and clarifying distinction is that now it's a discipline-focused Gen Ed. The new proposal requires greater synthesis. The existing structure in the history discipline is an example. Any one of the history courses is a Hist course. Some are also Envt or IP. The new structure would allow us to be much more clear and honest about what is offered. Bezanson added that it would also allow for assessment.

Finzel asked for a rationale for 2xxx-level courses and above meeting the requirement, but not 1xxx-level courses. Deane answered that by the 2xxx-level, courses are going to be drawing on more complex, interwoven concepts. Ericksen stated that we allow the 1xxx level but it still has to be cross-disciplinary. They tried not to allow the 1xxx level at all but it was thought to be too disruptive, at least right away. It is easier to do two things at once at the 2xxx and 3xxx level. Moreover, two credits at the upper level would not be able to do two things at once as well as a 4-credit class. Perkinson stated that they are also trying to get students to not take all of their Gen Eds the first year. Crabtree added that it helps students get more depth in their liberal arts studies. ESci students take Envt and E/CR and ignore the other two. This will help get a little more depth outside of their major area. Ericksen stated that there will be work needed to revise courses that could fit to make them eligible. Garavaso asked if the approval process to ensure courses are eligible could be done in ECAS.

Finzel asked if the Task Force could be ready to bring a proposal to the Curriculum Committee at the April 17 meeting.

Submitted by Darla Peterson

April 3, 2017

Global Village Task Force progress report

Where we started:

UMM General Education can be understood as having four pieces (or covering four different kinds of areas):

1. IC
2. Liberal Arts skills
3. Liberal Studies core
4. **Integrated Liberal Studies:** the terminology clarifies the distinctiveness of this category and now corresponds to the learning outcomes, while keeping the fundamental category definitions that divisions were strongly in favor of keeping.

Where we are:

**IV. Integrated Liberal Studies**

To increase students' understanding of the interdependence of knowledge, including the impact individuals, societies, and the environment have on one another.

The Integrated Liberal Studies requirements can be met by any approved courses that meet the criteria below. As general education category IV requires significant integrative learning and the synthesis of college skills, category IV can be met by any 4cr 2xxx, 3xxx, or 4xxx courses, whether or not that course also carries a general education designator from category II or III. It may also be met by any 1xxx or any 2cr 2xxx, 3xxx, 4xxx course that has been approved (see criteria), but these will carry only one of the designators below. Students must take at least one course in EACH of these areas:

A. American **Interculturalism** (was Human Diversity)

To increase students' understanding of the differences between individuals and the shared cultures to which individuals belong within the U.S., with focus on the social constructs under which people across the world live, on examination of criteria that define a single (or multiple) shared culture and how individuals become members, and on the values, traditions, and interactions between different shared cultures.

B. **International Interculturalism** (was International Perspectives)

To develop students' international and intercultural skills and to increase students' understanding of the differences between individuals and the shared cultures to which individuals belong outside the U.S., with focus on the social constructs under which people across the world live, on examination of criteria that define a single (or multiple) shared culture

and how individuals become members, and on the values, traditions, and interactions between different shared cultures.

**C. Environmental Stewardship (was People and the Environment)**

To increase students' understanding of the interdependence between human societies and the natural world, to be able to assess these interdependencies, find mutually beneficial solutions when conflicting priorities arise, and ultimately improve students' ability to sustain both.

**D. Ethical Reasoning and Civic Engagement (was Ethical and Civic Responsibility)**

To broaden and develop students' capacity to question and reflect upon their own and society's values and critical responsibilities, and to understand forces, such as technology, that cause them to modify these values and mandate creation of new ways to resolve legal, social, and scientific conflicts.

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Course requirements and approval process:

Courses that fulfill the Integrated Liberal Studies requirement employ not just one methodology or one discipline's methodology, but demonstrably utilize **cross-disciplinary** material and require students to **synthesize** approaches and/or material. Evidence that a course meets this requirement would include:

1. Answers to questions such as a) what is being synthesized: what 2 or more areas of study or methodology will the course include and to what extent? (introducing a topic alone is not sufficient), and b) how will that synthesis be assessed: what assignments (briefly describe your plans) will require students to synthesize multiple approaches or areas?
2. At least a draft syllabus, perhaps with particularly relevant features on it highlighted (Janet has asked Joe Alia, Barbara Burke, and Mike Bryant for example answers related to courses currently in these categories)

Curriculum Committee (or a sub-committee?) or some other group (maybe just divisions?) would have to review the above material and decide whether or not a course met the requirements.

AP credit courses would *not* count in this category because we could not verify the synthesis aspect; transfer courses would probably have to be re-evaluated by disciplines.

What we expect to do next:

The task force plans to meet at least one more time after we have responses from faculty (see above). We will continue to consider what we've laid out above and to see if we can improve on it.