

Curriculum Committee

September 15, 2017 – Student Senate Room (HUB 119)

MINUTES

Present: Mary E. Campbell (consultant, non-voting), Patricia A. Cantor, Scott R. Coykendall, Christina A. Flanders, David A. Mackey, Sarah D. Parrish (new faculty observer, non-voting), Kathleen J. Patenaude, Sarah L. Robertson (Associate Registrar and Degree Auditor, non-voting), Hilary K. Swank (Chair), Christie L. Sweeney (left at 4:35 pm because she had a class to teach), Cynthia W. Vascak (left at 4 pm), Roxana Wright (eight voting members)

Excused: Kyle W. Burke, Stacey I. Curdie (Interim Registrar)

Vacant: one student member

Presenters of Proposals: Tracy I. Claybaugh, Annette M. Holba, Karolyn Kinane, Jason R. Moran, Robyn E. Parker

Note: Unless otherwise indicated, all curriculum changes noted below will become effective with the 2018-2019 edition of the Academic Catalog.

Hilary Swank called the meeting to order at 2:30 pm. She reported that several proposals submitted for the meeting had to be returned due to using the wrong proposal form or lacking votes or lacking signatures.

- I. Approval of May 19, 2017 minutes. Accepted as written.
- II. Electronic Business (link to voting and proposals in Google Drive):
<https://drive.google.com/drive/folders/0B4bMxBGvfLQab2ppdzhWNk9MQ28?usp=sharing>
 - a. “Themed” Gen Ed Courses
 - i. Experimental CTDI course: ENDI 1650 Curiosity, Playfulness, and Creativity (4 credits). Using meditation, contemplation, writing, and reflection, students explore ways to approach work and life creatively. This writing-intensive course foregrounds playfulness, experimentation, and usefulness as key parts of the creative process. This course cultivates students’ curiosity, builds a sense of agency, and shows how creative enterprises can be a lasting and meaningful part of life. (CTDI)
 - ii. Experimental PPDI course: ENDI 1700 Curiosity, Perspective, and Shakespeare (4 credits). Using meditation, contemplation, reading, writing, performance, discussion, research, and reflection, students explore the relationships among the past and the present. Students use the work of Shakespeare and later adaptations to consider how and why we approach large themes differently over time, space, and other contexts. This course cultivates students’ curiosity, builds a sense of agency, encourages purposeful expression, and demonstrates the significance of how the past and present shape one another. (PPDI)
 - iii. Experimental SSDI course: CMDI 2300 Curiosity, Ethics, and the Public Good (3 credits). Using meditation, contemplation, writing, and reflection, students explore ways to approach the public good as an engaged citizen taking meaningful action. Students learn about socially broad mindful movement as they relate to communication ethics, public advocacy and social justice.

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This course cultivates students' curiosity, builds a sense of ethical agency through communication, and emphasizes meaningful action toward the public good. (SSDI)

Approved 8-0-0-1.

III Unfinished Business

- a. None.

IV. New Business

V. Discussion

- a. Pathways Discussion (Guests: Jason Moran, Robyn Parker). An e-mail from the President in July started some questions. Students will earn two credits for this experience. Issues began and communication became a problem. We heard the issues at the Faculty meeting. This has become part of a larger communication problem on campus.

The proposed program was to have a co-curricular focus. It was to be a bridge for new admits. Then the proposed course got the spotlight. The existence of IS 1750 Special Topics (1-4 credits; Pass/No Pass or letter graded) was not known. Everything was moving quickly. How do we evaluate the program? What do we do in the future? Faculty were involved.

This was a missed opportunity to involve Faculty governance and to involve people. Engaging students and keeping them here is important. We need to work together. There were concerns that going to the Curriculum Committee would slow down the implementation. The Curriculum Committee was working through the summer.

Content of the course? Need to have people around the table and create a cohesive program. Some members have built similar programs at other institutions. If more Faculty were involved, would we be able to have more students participate? "Bridge" means more than 30 students.

Mapping all the processes. Who should be at the table?

The President accused the Faculty of being opposed to the program. The Faculty could have been asked to participate.

The credits of the course were done through Faculty channels.

Look at this program as a pilot.

There is a demographic decline of students. Admissions is trying to meet its goal by May 1st and to keep them through the summer. To whom should we turn to if we want help?

The current Academic Affairs Committee was created to include the former Admissions Policy Committee, the former Academic Standards Committee, and the former Academic Advising Committee. Start with the Academic Affairs Committee; Emma Wright is Chair. The Curriculum Committees does not want to be in the dark and does not want to be obstructionist. The Steering Committee is another avenue for communication. Create a connection with the First

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Year Experience. Involve Faculty as individuals and as a group through Faculty governance. We can add this to the Transition Leadership Team (Jason) and the Steering Committee (Pat).

- b. Themed Gen Ed Directions courses (Karolyn Kinane and Annette Holba). Different ways to theme courses. Separate teaching times and also bring all together. Theme is a methodology. There can be different students in each course. Each course is offered at least once per year. Part of the Experimental Course Report will be themed-ness. Involving Gen Ed earlier rather than later would be better.

How will the grade be determined? Put that information in the syllabus. Need to use updated ADA statement in syllabus. Show Gen Ed. Look at credits—3 versus 4 credits. The new General Education Coordinator will decide.

- c. Clusters and Curriculum
 - i. Review Feedback from University Days workshops (available in Summer work folder in the University Days Feedback folder)
 - ii. General Discussion
 - iii. Establish next steps, timeline and action items

The Curriculum Committee hosted two sessions during University Days; notes from each have been posted. Many suggestions for courses were given and many questions were asked.

Toolkit courses could/should be at all levels. Can Toolkit courses have Gen Ed credentials? Can there be graduate Toolkit courses?

Workload was a concern, expressed at both sessions.

The number of students per project; will it run with five students?
Project courses versus program based courses. How can we differentiate?

Lots of ideas. How do we fit everything in more clearly. Try to offer a mechanism to do this.

Stick to our plan to invite these courses to come in October. New kinds of problems? Will not know until the course has run.

Some departments are not comfortable designing courses they will be taught as an overload.

How to build into program Toolkit courses that are flexible enough to allow them. Should the Curriculum Committee offer some idea/methods to help Faculty work on their curriculum to allow for it?

Credit banking, if it comes to pass. Teaching load stretched over two years?

Previously there was funding for projects. Is there support from the Deans for overload pay to support Clusters? People are hoping for some reassurance that support will be there. If we move in this direction, there needs to be flexibility and supports, e.g., overload.

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Will there be a cap on the number of Toolkit courses to be offered? What is the right roll out for this? Too many; too few? What is feasible to run?

Toolkit/Project courses. Can people assess courses and share with us? We could design a questionnaire; not an evaluation of the professor. Change Experimental Course Report? Students could participate in a focus group at the end of the semester. The Curriculum Committee could post publicizing these two types of courses.

The afternoon session: could schedule a forum. The President liked what he heard. Harder to come up with tags. Whole package versus individual courses? Lower level course (1 credit) to tag with 'introduction to the major' courses?

The Transition Leadership Team want to visit the Curriculum Committee.

Editing forms.

Consolidate information from the sessions into a Tool Box

How to create a Toolkit course

Change existing courses to Toolkit courses or how to run as Special Topics?

Collect information on Toolkit courses.

What incentives do departments have to change current courses into Toolkit courses?

Also do for Project courses

We could ask the instructor to set aside 15 minutes to give a survey for us. Survey would have a different purpose than an Experimental Course Report.

Experimental course procedures.

Experimental course form.

Deans are moving into phase two of URSA. What roles does the Curriculum Committee have?

Program cuts? Ask the Deans to talk to us about their plans.

Schedule a forum on Clusters and Curriculum. What is Cluster curriculum? Join with General Education.

- d. Certificates (postpone to October)
 - i. Updates on university administrative progress
 - ii. Do we need to consider additional guidelines for new certificate proposals?
- e. Double-counting Directions for General Education and minors (postpone to October)
 - i. Can Directions courses double-count for minors? If there is a rule, is it applied consistently? Are policies on this published anywhere?

There are graduate and undergraduate proposals coming to the Curriculum Committee; there is no difference in how they are handled. Two weeks after the meeting, we will have the 2nd vote.

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VI. Reports

- a. *General Education Committee.* Met September 11th. Wendy Palmquist was elected Chair. The Curriculum Committee actions (March-May 2017) affecting General Education were approved to continue their General Education attribute. They decided to continue for this academic year to delay Gen Ed courses being submitted for Sunset Renewal. New or revised courses seeking General Education attribute(s) need to be submitted to the Gen Ed Committee.

The Transition Leadership Team attended the meeting. They have identified these goals: INCO task force; Pathways (themed) Gen Ed, four credit model. Questions that arose during the discussion:

“What does Cluster mean for graduate students?

Where do transfer students fit into Gen Ed? Into Clusters? Into INCO?

Do we want to take advantage of the opportunity to host a community discussion and, if so, what would be the topic(s)?

How do we begin to bundle existing Gen Ed courses as a first step in moving two Pathways (themed) Gen Ed?

Will the new Gen Ed Coordinator please work on analyzing FYS offerings in terms of days/time block to ensure maximum choice?

What will this first year class say about their cluster experiences?

What are we communicating to present students (pre-cluster) about clusters and the role they play (or not) in their journey?

Is there an assessment plan in place to measure the effectiveness of Clusters? Should it be developed separate from or in conjunction with the Gen Ed’s work on Habits of Mind assessment?

Is it time to give our Gen Ed a new name?

Is it time to give the First Year Experience a new name to accommodate transfer students?”

The Gen Ed Outcomes Task Force report was presented and discussed. They will look for a Faculty endorsement at the next Faculty meeting. A new task force for an assessment plan was recommended.

The Gen Ed Committee retreat on four credit courses will be discussed at their September 25th meeting.

- b. *Council of Educator Preparation.* Will meet September 18th. Their agenda includes a presentation of School Partnerships. That CAEP visit will be November 12th-14th. The merging of the graduate and undergraduate calendars has changed the dates for Internships. The Math Activity Center is providing tutoring on Monday evenings for Praxis 2.

- c. *Steering Committee.*

VII. Adjourn. The meeting adjourned at 4:57 pm.

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The Curriculum Committee meets during the academic years on the third Friday of the month from 2.30 until 5 pm in the Student Senate room (HUB 119). Proposals need to reach the Chair 10 days prior to the meeting. Their next meeting is Friday, **October 20, 2017 at 2:30 pm** in the Student Senate Room (HUB 119).

Respectfully submitted,
Mary E. Campbell, Scribe

These minutes were accepted as written on October 20, 2017.