

Curriculum Committee

Minutes of the February 24, 2017 Meeting

Present: Rob Beezer (Secretary), Peggy Burge, Kent Hooper, Martin Jackson, Chris Kendall, Carson Nies, Elise Richman (Chair), Holly Roberts, Leslie Saucedo, Jason Struna, Brad Tomhave, Bryan Thines, Benjamin Tromly.

RICHMAN called the meeting to order at 2:59 in the McCormick Room. The minutes of the February 10, 2017 meeting were approved with two minor corrections.

Working Group 1 Report Absent TIEHEN, STRUNA presented one course for approval.

PSYC 265, *Cross-Cultural Psychology*, as proposed by Tim Beyer (Psychology) for the KNOW graduation requirement. **Action:** Approved.

Review of the Biology Department continues.

Working Group 2 Report TROMLY presented one course for approval.

SSI1 162, *Colonialism and Film*, as proposed by Derek Buescher as a first-year seminar. **Action:** Approved.

Review of the German Studies Department continues, and questions have been communicated to the department.

Working Group 3 Report Absent WIESE, KENDALL and THINES jointly updated the committee on their activities. The reviews of the Philosophy Department and the Social Sciences Approaches core area are “on-track.” Pursuant to an inquiry from RICHMAN, draft language for a reformulation of the department review question about the number of required units should be forthcoming soon from WIESE.

Working Group 4 Report HOOPER provided history, background, and rationale for a proposed Asian Studies minor. This renewed discussion about gateway courses, and distinctions between emphases and minors. JACKSON was eager to clarify that gateway courses are normally a required feature of an *interdisciplinary* minor.

After extensive discussion of these general distinctions and purposes the proposal for the minor was approved. **Action:** Approved.

Update: Spring Calendar Change RICHMAN reported that the information-gathering phase was concluded, and we could expect a “packet” of scanned email, and other materials, to appear on the committee’s SoundNet site. Early indications are that many respondents favor Option A (end the semester a week earlier), there is little sentiment for Option B due to the constraints posed in January by starting a week earlier, while Option C (sprinkle no-class days throughout the semester) elicits either fascination or fear.

Experiential Learning Course Attribute The committee was provided copies of a proposal from the Experiential Learning Faculty Advisory Board (ELFAB). The proposal contained a four-part definition of experiential learning, followed by learning objectives and guidelines. The cover memo asked the committee to decide how the approval of a new EXPL course attribute would be handled. Specifically, several options were suggested.

The attribute would confer no special status on a course, nor imply any sort of new graduation requirement. RICHMAN, acknowledging her membership on the advisory board, provided much of the information and clarification during the discussion. BEEZER suggested, and KENDALL concurred, that final authority for approving and designating courses should remain with the committee, though it could be delegated to an Associate Dean, especially the Associate Dean for Experiential Learning and Civic Scholarship. Later SAUCEDO suggested approving numerous courses would be a huge task, and maybe the ELFAB could do this initially until the number of new courses drops to a small and predictable number.

Much of the discussion evaded the secondary question of approval mechanisms, and went straight to the purpose and nature of such a course, along with the purpose of the attribute. The intended purpose of the attribute is to help students locate such courses, and for the entire campus community to have a readily identifiable set of examples.

HOOPEER asked if when students read books in German and discuss them with their peers, was that experiential learning? SAUCEDO and THINES discussed the nature of laboratories in science courses (specifically biology) and if that was experiential learning. NIES discussed her courses involving visits to the Women’s Correctional Center and two summer internships in Madrid organized for academic credit.

Discussion by JACKSON and TOMHAVE was intended to clarify that student internships are organized for academic credit, with required academic activities, so that with a reflection component they could be considered examples.

TROMLY worried about “mission creep” and a “ripple effect” would place unforeseen pressures on faculty, while KENDALL responded that he had no such concerns and was in favor of such courses.

Running well overtime, RICHMAN declared: “to be continued. . .”

RICHMAN, Professor of Art, adjourned the meeting at 4:06 P.M. The next meeting will be on March 3 at 3 P.M.

Respectfully submitted,
Robert Beezer