

Curriculum Committee Meeting Minutes: 11/9/18

Attendance: Kathleen Campbell, Gary McCall, Finn Secrist, Leslie Saucedo, Julie Christoph, Kent Hooper, Alva Butcher, Bill Barry, Doug Sachman, Maria Sampen, Nate Jacobi, Nick Gerard, Regina Duthely, Jeff Tepper, Courtney Thatcher, Geoff Proehl, Peggy Burge

Curriculum Committee Meeting Minutes from 11/2/18

- Corrections made; motion/second/approved

Working Group chores/assignments:

- German studies major
- Music Composition
- Global Studies Development minor
- Pac-Rim program structure- program entry criteria revisions
- Others have been received
- WG3 has a current Bio dept assignment in Soundnet folder
 - Course review that also involves a tuition exemption

SIM guidelines review

- Questions concerning which SIM guideline doc(s) that we have are the most current?
 - One document is a guideline for the CC
 - Second document (dated 2016) is the instructions for the student submitting the SIM proposal
- One issue is if the guidelines are sufficient in detail, etc. for CC members to conduct reviews, or if some clarifications are needed.
 - Should we ask for an assessment of whether the SIM proposed represents a program/major offered at another institution that could be used to compare/contrast and could be used to justify its legitimacy?
 - Noted that the students are asked to do just this in their justification
 - Is a SIM being used as preparation for graduate school? Should student address this? Or, should they just more generally address how their SIM prepares them for post-grad/career goals?
 - Current guidelines address this, we just need to assure its addressed in their proposal
 - Do students know they want to go to grad school, necessarily, when they propose a SIM? Is that their motivation?
 - Would we be concerned a given SIM might *impede* grad school admission?
- Discussion of how many SIM proposals we get - usually just 1-2/year, but anticipate more in near future
 - Recent analysis (done last year in CC) indicated that SIMs were positive experiences undertaken by high-performing students and valuable to the students' interests
- Are there other models to review/approve SIMs that would not involve the CC?
- We need to consider the landscape and trends in higher education and how SIM-like structure is emerging and our need to be competitive with recruiting and retaining students.
- Are SIMs driven more by students, or faculty/advisors that want to promote a curriculum?

- Sense is that its more driven by student interests, and perhaps the recent QQS SIMs were unique in that the faculty supported an anticipated program they had yet to implement, however, student demand was present
- Entry GPA issues:
 - Is a GPA 3.2 high enough? We should consider that some students may have GPA that reaches 3.2, but they are very active in other valued aspects of student life on the campus, e.g. ASUPS /campus government, and this may be limiting their capacity to achieve higher GPAs
- Proposal to add a clause to the student application including graduate school when considering the student's broader academic goals. Also, to bridge details of requirements on the student application to the Curriculum Committee Guidelines. Leslie will work on this revision and bring to committee.

WG reports:

WG1- foreign languages issue is being addressed

- Consulting with CWLT concerning proficiency testing
- Intend to bring questions they are generating to full committee for reflection

WG4- SSI

Faculty and student survey generated recommendations for SSI:

- Should SSI course proposals form include a template that encourages one vs. two oral presentations. One presentation each semester in SSI1 and SSI2 to achieve two.
 - Do we need alternatives for students who have anxiety with presentations?
 - What are the collective faculty expectations for all students in terms of oral presentation requirements? We used to require a public speaking course.
 - Various faculty commented on their indiv./dept. experiences with oral communication as part of the curriculum, but not necessarily a required number count of experiences/presentations
 - Encouraging discussion in class is part of this process, as is "presenting" papers in an oral discussion format
 - Perhaps this (oral) communication skill should be considered in the context of the curriculum revisions being undertaken by the faculty, and be structured in a way that is flexible and discipline-specific
 - Confirmed that SSI requires a presentation component, so it should be evaluated by CC in the context of the SSI course proposal; but, maybe some students' perceptions are that this experience may not have happened in their SSI

Move/second/approved to adjourn

Submitted by Gary McCall