Curriculum Committee Minutes
August 28, 2017

1. Steve Bogaerts will be representative to Governance.
2. Ask Art/Art History to make the list of cognate departments more flexible.
    a.

Curriculum Committee Schedule of Meetings

August 28
September 1

Curriculum Meeting September 25, 2017

Present: David Alvarez, Steven Bogaerts, Mona Bhan, Ken Kirkpatrick, Anne Harris, Scott Spiegelberg (chair)

1) Commitment
    a. What academic experiences would be appropriate to count?
    b.
    c. "Formalizing networks" for underserved students
    d. how connected should co-curriculars be to curriculum?
        i. Creating partnerships between staff and faculty, departments and centers
        ii. Who is in charge?
        iii. VP of Student Academic Life is in charge of centers council
    e. Will some students be strategic and decide the guarantee won't matter.
    f. How do Curriculum and Centers Council work together?
        i. Faculty advisory committees?
    g. Have Dave Berque come and talk to us.
    h. How to present this to students. Valuing, being intentional, staking money on it.
2) Oversight of administrative staff who teach
    a. Vetting and development
        i. Focusing on semester teaching
        ii. How do they come to teaching
        iii. Handbook specifies part-time faculty: course observations for first five courses. Department chair is responsible for organizing.
        iv. Then once every five courses.
    b. Vetting: course calendar and oversight, or curriculum?
        i. Appointed by program/department chair.
        ii.

a.

Curriculum Minutes October 9, 2017

Attending: Steven Bogaerts, Mona Bhan, David Alvarez, Robert Dewey, Scott Spiegelberg

Guests: Alex Puga, Francesca Seaman, Inge Aures, Hiroko Chiba, Sherry Mou, Cheira Lewis, David Berque

This meeting began with a presentation by Alex Puga, chair of Modern Languages, along with the coordinators of the various language programs (French, Italian, Spanish, German, Japanese, Chinese). After the presentation and questions, the guests left and the committee continued discussion of the proposed change to the Foreign Language requirement.

FL: Placement in rather than test out. Reforming of 200-level courses. Deep topics, cultural/political/social. Support of IE/PPD.

3 major concerns from meetings etc.

1) is this an additional credit requirement? Not necessarily. Only for those students who want to start a brand new language. Will work with students to get to 200-level faster.
    a. Immersion program, 4-8 weeks
    b. High beginner classes.
    c. Online learning modules.
    d. Winter Term co

Q. Model of teaching languages, is there a shift? A. Yes. Changing the way language is regarded, highlighting the importance of culture through language.

Q. Disconnect between PhD training and what you have been doing, underuse of your skills? A. yes, and the department needs to make this change away from proficiency. (Japanese) unique to be able to discuss culture infused in language. Learning how to try to understand.

Q. what are the limitations/opportunities to 100-level pedagogies to get sutdents ready for 200-level? A. Move away from textbooks that are mediating between teacher and student. The department was limiting itself. But need to help define the expected outcomes that allow equitability while acknowledging differences. Different views of globality. Flexibility in the major. Bridge to other disciplines.

Q. Put more value on languages, and a place for global education to be discussed/coordinated. Hubbard Center needs faculty input as well.

Put new requirement in place for two years, remove the backlog this next year and develop the placement well.

Q. Advising goals.

Omit 100-level Spanish classes?

IE/PPD needs to be fixed first. Zero sum game? Arts, Natural Sciences.

Why 3 levels? Need to make a integrated proposal on Gen Ed requireemnts.

Ask governance to look at structural support for international learning.

a. The Advising Committee was charged in November 2012 to address "particular issues or carry out specific projects." Since that time, the committee has met each semester to address topics raised by the administration and represent faculty input to evaluate the broader advising structure at DePauw. The Advising Committee believes that given the added responsibilities and obligations associated with the proposed "Commitment," a heightened need for analysis, development, and implementation of effective advising practices, within the liberal arts mission, is necessary.
b. Is the need going to be permanent
c. How does it fit with other faculty governance
d. How does it fit with co-curriculum staff?
e. How will curriculum and co-curriculum interface?
f. Counter-proposal: not standing, but require discipline representation
g. Making sure the centers understand what the departments are doing: what kind of structure
h. “Money can bring clarity”
i. Send it to governance for view on how it would fit into the larger structure

3. RAS process discussion
    a. November 30 deadline
    b. Look at the budget, at the proposals from last year, including RAS/VPAA responses, Google Drive system
    c. Schedule the meetings for the spring in December

i. First meeting on Data
    1. Historical trends
    2. Student data: majors, demographics
    3. Gen Ed courses taught and requested
    4. GLCA and aspirational programs
    5. Generalist vs. specialist
ii. Second meeting on Values Criteria
iii. Third meeting open

d. Look at confidential data on retirements

We agree with the rationale presented and that Advising be more robust, but do not understand how it would fit into the overarching structure. We ask Governance to answer this question.

Curriculum Committee Minutes November 13, 2017

Attending: Spiegelberg, Alvarez, Dewey, Bogaerts, Harris

I. Agreed to attend meeting with WCC and Advising on December 7

II. Discussion of FYS Writing program
1. FYS that is either writing, IE, PPD, AH, any Gen Ed. Those that don't do writing do a writing class in the spring.
2. Spread the seminars over the two semesters.
3. OR: just define a First Year Writing Course, taught in fall or spring, based on placement.

III. Agreed that CCO should approve WMI program.
1. Learning outcomes for Curricular areas for next agenda.
2. Do we need Course Calendar and Oversight? Better communication between Curriculum and CCO.
3. Ask Governance to look at these gaps.

IV. IE/PPD discussion.
1. Change IE to Global Learning. Emphasis on knowledge instead of experience, global framework, skills of self-reflexity and literacy.
2. Take an Idealistic stance to determining requirements.
3. Keep language requirement separate from GL
4. Started

Curriculum Committee Minutes
November 27, 2017

I. Reminded about the meeting on December 7.
II. Edited and approved changes to Bylaws IVB.
III. GL/PPD learning goals. Will send to working groups for feedback
IV. Gen Ed:
    a. Meryl model
    b. STEM-proposed model: 12 distinct courses: 3 Global, 3 Arts/Humanities, 3 Science/Math, 3 Social Sciences. Will double dip with GL, PPD, W, Q, and S.
        i. Identify common learning goals for each of these areas
        ii. Require exploration/taking risks
        iii. Core curriculum vs. Gen Ed (sampler)
        iv. Learning Goals: shared liberal arts values
V. RAS meeting this fall

RAS/Curriculum Minutes
February 19, 2018

RAS:

Attending: Harris, Spiegelberg, Bogaerts, Alvarez, Bhan, Gellman, Brickell, Kinney, Glessner, Branham

I. Criteria/priorities for evaluating proposals
   a. Previously scheduled by 2017 RAS
   b. Retirement replacement vs. growth
   c. Number of students served

d in interdisciplinary areas (including trends)
of students/professors
measure of demand?
eteness of the department
determined by best practices
y of the department to mentor/support a new hire
eas in ability to contribute to FtMarket trends (context)
bility to cover a topic (faculty development)

on proposals
.
both?) Is Balance of areas needed in criteria? (service, FYS,

e will be hiring six positions.
salary increases.
kdown of academic costs?
ction of students, retention of students, success of students) (5 year

to keep art history and history positions from last year's RAS plan.
n with Art History and History positions.
udies is contingent on second retirement.

Attending: Harris, Branham, Spiegelberg, Alvarez, Bhan, Bogaerts, Gellman

I. English Department proposal:

1. English 161, “Reading Literature: Visual and Digital Narratives” changed to English 267, “Visual and Digital Narratives”

“[…] Teaching visual and digital narratives does not easily lend itself to teaching poetry, which is one of the goals of our "Reading Literature" suite of 100-level courses. We also offer a 100-level course, English 167, "Introduction to Film," and so moving the course from the 100- to 200-level provides an opportunity for students to continue their work in visual narratives.”

2. Title change to English 191 from “Reading Literature: Science and Technology” to “Reading Literature: Science, Nature, and Technology”

“[…] We wanted to give faculty members and students a wider range of topics and texts to explore in that course.”

RAS and Curriculum Agenda

February 26, 2018

RAS

I. Will there be a third position recommended this year?
   a. Benefits of 2-2-2: gives more flexibility for the future
   b. Are there any immediate needs of emergency? Everyone has some kind of term staffing, except Film Studies.
   c. Benefits of 3-2-1: takes pressure off of emergency planning, and things could get better.
   d. 3-2-1 would be better for morale, they already submitted proposals.
   e. 3-2-1 would give Anne more flexibility to advocate to the president.
   f. Some endowed chairs could come up.
   g. 2-2-2 could create more pushback/anger.
   h. 3-2-1 approved.

II. If so, what priorities should we communicate to the applicants?
   a. Number of students impacted (clarify that this is enrollments, not majors, trends rather than snapshot. However some departments are limited by physical resources.)
   b. Gaps in curriculum at university level: gen

Curriculum Minutes
March 12, 2018

General Education Day!

I. Foreign language requirement (see S18 Language Proposals document)
   a. Status quo: pass out, 200-level.
   b. Proposal one: test in, 200-level, at least one course required. (ML proposal 1 document)
   c. Proposal two: test in, two courses required, no level requirement. (ML proposal 2 document)
   d. Data request: number of seats for 100-200 level language courses average for the last 5 years.
   e. Support for Proposal 2.
   f. Ask Alex about the study abroad 2 course. Could it be just one course of the requirement?

1. **Engagement with cultural difference***:* Gain a critical understanding of perspectives and voices of specific peoples and places outside of the U.S..
2. **Historical/structural analysis:** Understand and analyze the complex historical relationships between cultures and identities in a globalized framework.
3. **Recognition and development of cross-cultural skills***:* Develop a self-reflective sensibility towards cultural difference through the critical understanding of your globally-situated identities and responsibilities.

   b. Keep as distribution, or make competencies?
      i. Certification of faculty
      ii. Make certification a semester-long process?
      iii. Change approval of distribution courses?
      iv. Approval and workshops done by a subcommittee of Curriculum or Course and Calendar Oversight (check with Governance)

1. Worried that the committees be staffed by faculty who have thought carefully about PPD and GL respectively

v. .25 credit reflection course for GL after study abroad?

vi. Approve courses abroad for GL?
    1. Concerned that they would have the required learning outcomes.
    2. Again, needs a subcommittee for approval.

Curriculum Minutes
April 2, 2018
Attending: A Harris, M Morris, S Bogaerts, M Bhan, D Alvarez, D Gellman, T Branham, S Spiegelberg.

I. Foreign Language requirement update
   a. Agreement on the change to off-campus study
   b. ML is looking at International Student exemption, will report on Wednesday
   c. Approved pending the International Student Exemption. It will go on the faculty agenda for April 9.

II. French, Spanish, and Italian Studies majors
   a. Suggest that Italian increase the number of stakeholders to help offer cross-listed courses and support the senior capstone, increase the number of potential cognates (Classics, History, World Literature, Music)
   b. Could the senior seminar be done as part of some departmental seminar (Anthropology, etc) to give those students a cohort for discussion?
   c. Look at PACS and Africana Studies for how those are designed and run.
   d. French: list of potential related courses, clarify the required courses at 300-level, where do the alternative courses fit in this? Look for some collaborations with other departments on post-colonial theory, continental philosophy, literary theory.
   e. Hispanic Studies: what about LACS? Look for more opportunities for cross-listing with English, WGSS, Art. Look at Africana Studies model.
   f. All three areas need meet and discuss each other's proposals and with their affiliated faculty. Make sure everyone is in agreement about learning goals, how their courses will fit into the major. (Anne can provide funds for retreats for this.) Try to make your proposals have similar types of structure: Learning goals, rationale, status of collaborative conversations, use catalog formatting for requirements.
   g. Chair will communicate these suggestions to each of the proposing groups.

III. GL and PPD
   a. Should it be under Faculty Development (FDC should be able to talk about all competency programs)?
   b. Transition, approval until there is a critical mass of certified faculty? Grandfather in those who did the development on GL and PPD previously?
   c. Argument for workshop model, very clear path to certification that isn't what FDC usually does.
   d. Semester reading followed by 1.5-day workshop on reworking syllabi. Steering committees or FDC?
   e. Grinnell has associate dean of global learning, look at how a curriculum dean could help coordinate.
   f. Send learning outcomes to Course Calendar and Oversight

Curriculum minutes