Meeting start: 3:00 pm

Present: John Lindberg (FA, co-chair), Ginger Zierdt (Admin, co-chair), Pat McKinzie (FA), Jenny Turner (FA, secretary), Becky Shull (FA), Kim Greer (Admin), Andy Roberts (FA), Queen Booker (FA, HLC rep), Dan Cronn-Mills (Admin, ex officio CDS representative), Bobby Fleishmann (Admin)

1. Introductions: the group made individual introductions

2. Charge: we need to review and approve our charge. Lindberg will check with Donna Blom; this should be on the UCAP website. We will review it at our next meeting.

   a. Need a secretary: Turner will continue in this capacity

   b. Need an HLC representative: Booker will do this

3. Big buckets of work for 2015-16: Zierdt shared a folder of documents to inform our work this year.

   a. Policy alignment/congruence verification process (campus, MnSCU, HLC, and DOE)

      i. Source documents to consider (print copies provided at meeting):

         i.1. Minnesota State University, Mankato Policies and Procedures--
              http://www.mnsu.edu/policies

         i.2. Policy review cycle grid for policies undergoing "standard review"

         i.3. Minnesota State University, Mankato "Curriculum Proposal" GLOSSARY (not denoted
              as "policies")--found only in CDS, https://secure2.mnsu.edu/CDS/Public/Home.aspx#,
              upon StarID/password login, refer to "Help" tab, then "Glossary of Terms"

         i.4. MnSCU Board Policies and System Procedures, specifically the portfolio of
              policies/procedures within chapter 3--Educational Policies
              (http://www.mnscu.edu/board/policy), and critical study of 3.36/3.36.1

         i.5. Academic programs/procedures http://www.mnscu.edu/board/policy/336.html and
              http://www.mnscu.edu/board/procedure/336p1.html

      ii. Consider development of formal, approved "curriculum policies/procedures that are not only
          internal-facing, but external facing for publication--using the "Glossary" as a springboard for
          policy/procedure development

         ii.1. Green document, Curriculum Proposal Glossary. May not be representative of current
               policy. Guides the development of curriculum and guides how we approve and
               recommend.
               FA: went through accreditation process with National institute of schools something
               music programs…needed to provide definitions for various curricular things…
               100/200/300/400 level classes. Also had to look at distinction between BA and BS…
               might be language, but what else? Should there be a greater distinction. Did
               research…CA required greater distinction between the two. We don't have anything
               else that really distinguishes this. Don't want to dictate, but what are some
               guidelines, so if someone puts something together they can identify whether it is a

BA or BS; 100/200/300/400 level class. GCAP looked at this year with 500-600 level and discovered courses were all over the map. Can look at federal guidelines to do this. This will help us look at CDS submissions to advise changing to different course levels…also relates to course sequencing. May differ from college to college, program to program, but would help to have guidelines. P. 4 of document (green document)… look at the definitions provided in this, are they true?

Music curriculum has to show distinction between 100/200/300/400 level courses— wrote course definitions for accreditation, but didn't have much to go from.

FA: this requires a lot of thought. We should undertake it.

ii.2.  FA: pink document ([system procedures](#)) is the guiding document for the green glossary. At a system-level, probably want this to be as broad as possible…BA degree definition, for example, needs deconstruction…what does "liberal arts" mean? BS degree says it is everything but "liberal arts" degrees. Bachelor of Applied Science, BFAs, etc… Seems like it is the right time for our campus to have some policy about this on our campus. Would be nice to be able to provide definitions to parents.

ii.3.  Further discussion of possibilities for various definitions ensued…FA: we all have our own definitions in departments/colleges, but don't really have a reason why. Admin: there are a number of models to look at. Elaborate discussions have occurred.

ii.4.  Admin: What information would be helpful to this group? Do we want to look at other MnSCU schools? Or steer clear?

FA: look at MnSCU, but also peer institutions…
Admin: do we want to look at aspirational colleges?

FA: having all three would be great, but how much work would that be? Start with the first two…programs have aspirant colleges, too.

Admin: some of this might require a larger group; could include GCAP…this might filter over into MA and MS programs. They should maybe know what UCAP is up to.

FA: this could be an open forum. Many faculty would be well qualified to weigh in on this. Hate to do a ton of work and have a large group of the faculty not like it. Want to onboard…maybe an article letting people know they need to look at it.

Admin: will carry this message to Sub-Meets…GCAP may want to join conversation; could also get on Dean's agenda (different approaches may have varied impact among colleges)

FA: provost/admin meet with chairs…this would be a place to spread the news. Each department is supposed to meet monthly. As UCAP reps, we are responsible to share back to our college and get feedback some how. We all need to do this the best way possible for our given colleges. It's our responsibility. Now that Zierdt has shared this information, we need to communicate back to our colleges.

Admin: Zierdt will collect MnSCU and peer institution data (from Akey). Sub-meets need to hear this information; are there others? This about this.

FA: two sets of data: BA vs. BS and course numbers…do we want this all as once or in two separate sets?

FA: probably separate as much as possible…its already going to be a rat's nest. Can't see how this is going to be more than something vague. People know differences in their disciplines between BS and BA…

FA: but general guidelines are good and there will be exceptions

FA: should also look at what we've been doing…can grandfather that in, but moving forward need to look at if this is the best way for us to prepare students. What we do works for many white men, but need to look at what works for women, people of color, other groups…

Admin: How far down should we drill?

FA: could have overall policies. But don't want to specific, given disciplinary differences

Admin: but don't want too vague.

FA: how much driven by accrediting standards? Someone somewhere has said what a BA in Physics is vs. a BS.

FA: What are the commonalities between BAs and BSs within the university?

FA: typically number of courses, but there may be others.

FA: Don't want our BS degrees to be watered down versions of the BS.

FA: who will collect the data? Will Ginger's office do it?

Zierdt: yes. For the gleaning.

FA: will look at what his field uses for definitions and send to Zierdt. Everyone can do this for theirown colleges.

FA: Homework: research on BA vs. BS. Can also start conversation on 100/200/300/400 courses. What is our deadline?

Admin: our next meeting is 3rd Tues of October. So, then.

iii. Review/wider communication of the undergraduate curriculum workflow and approval tiers--campus, MnSCU, HLC, and DOE

   iii.1. HLC Program approval process (blue sheet). If a program is new or significantly revised, it goes to MnSCU, HLC, DOE. HLC has had quick turn around, DOE is "methodical." Currently Film and Media Studies program approved last year is held up at the DOE. This means we can't technically enroll students in the program. There was no error on our part; because a document wasn't filed properly at the state-level, we need to go through this process until 2020. *Our campus did nothing wrong here.*
   FA questions: how long should we wait to start enrolling students? What should we tell our faculty?
   Admin: good questions. This is the first time we are dealing with this. Typically, have been the total process could take as long as 18 months (from Mankato through the other bodies).

FA: extra level for external accreditations, too.
FA: if DOE doesn't accept a proposal, it is an issue of financial aid. Could offer the program, but students would have to pay out of pocket.
Admin: anticipate if we get the notification for film and media program, it would go into the bulletin immediately; but to enroll students, we wouldn't need to worry about it being in the print bulletin.
FA: Whenever it is done, the next time a semester starts, we can offer it. Right?
Admin: yes; part of our role is to get info, so we can get back to our faculty.

iii.2.  MnSCU program approval process (gold document): what MnSCU needs to see from us for approval. CDS is a manual tool, so we need to send notices to MnSCU at certain points—any time system office needs to see something, it adds extra time. Big one is emphases: we saw a lot of this last year. We won't see anything about minors here. The system values degrees and certificates.

iii.3.  Cronn-Mills comment: as you look at these documents, know that we updated a lot of the related/new related program fields in CDS; if there are existing proposals in there, the fields won't be there. People will see new fields when they open CDS; some of these fields are messy. Send to DCM for assistance/explanation.

iii.4.  Program Navigator (MnSCU) asks for some information—it's nice to get this up front, so trying to stay up to date immediately through CDS

iii.5.  White sheet shared at Council of Deans includes definitions of online/correspondence/distance classes—from Lynne Akey. There is some disagreement between these. This may be helpful to UCAP as we see proposals come through.

iv.  Campus program inventory update as cross-referenced to MnSCU's inventory of approved programs at Minnesota State Mankato

iv.1.  Undergrad degree certificate inventory is happening—what do we have vs. what does MnSCU think we have. Zierdt is working on this in consultation with departments. Trying to make sure HLC, DOE, MnSCU, and MSU inventories are the same. Checking whether programs exist in documentation where they actually exist (online, Mankato, Edina…). These details matter for financial aid audits. Students need actual codes for actual degrees to receive aid. This may lead to curricular work for UCAP.

b.  Academic Master Plan (2015-18), http://www.mnsu.edu/academicplan --intersections with UCAP

c.  University Policy Reviews to be mindful of in 2015-16, https://www.mnsu.edu/policies/whatis/review

i.  Call just went out for new policies or policies on the list that need to be expedited through the process. We need to do some work to get things up to speed with MnSCU.
Language credits from high school? Does this go into Credit for Prior Learning policy? This policy was recently reviewed, but may come back.
2015-16 review list doesn't look terrible, but it will change.

ii.  Curriculum policies were stripped out of Undergraduate degree policy…need a place for these to live.
Can hang our hats on the peach document (MnSCU Board Policies and System Procedures) and the yellow document (Chapter 3: Educational Policies). Need to look at if our curricular

policies are in line with MnSCU document.

4. Other

   a. Have made it through our agenda, but reminder…think about our academic master plan. Be mindful of this as we look through proposals. Can we be helpful to programs? There may be some things we can do to advance plans.

      Admin: question at budget submeet regarding faculty positions: when are we going to know what the budget is? Moving forward, look at the academic master plan to see which programs are sustaining, building, starting new degrees. Look at it from this perspective, rather than retirements. Consider this with BESIs, etc. What do we want to look like in 5 years? What are we going to deemphasize, build, sustain? Think holistically moving forward.
      40 credits of upper level courses—there are some gaps, not all programs build in the 40 credits in the degree requirements and gen eds. This is the kind of inventory we might want to also look at. Especially when there are majors that require a minor. When a minor is required, often look at 100- and 200-level courses to get the minor, but then lack upper level courses. Want to avoid situation of parents/students being dissatisfied because degree requirements have been met, but missing upper level courses.

   b. FA: AgileGrad? Admin: it's coming.

   c. FA: next week we will look at a few proposals left over from last year.

Meeting adjourned at 4:37pm.