

**Meeting:** October Undergraduate Curriculum and Policy (UCAP)

Sub-meet & Confer Notes

**Date:** Tuesday, October 20, 2015

**Time:** 3:00-5:00pm

**Location:** Memorial Library Conference Room 2042

**Documents:** Attached in email preceding meeting and shared via the Sub-meet's Office 365 Shared OneDrive Folder

**Present:** Pat McKinzie, Ginger Zierdt (co-chair), Vicki Schull, John Lindberg (co-chair), Kim Greer, Andrew Roberts, Queen Booker, Marcius Brock, Bobby Fleischman, Dan Cronn-Mills, Jenny Turner (notes)

**Meeting start:** 3:02 pm

- **Welcome**
- **Additions or Re-order of Agenda Items**  
One addition: Queen Booker and Rhonda Dass will be talking on HLC Reaffirmation of Accreditation at time certain 4:00pm (message from Dass mid-meeting; Booker to present due to last-minute conflict)
- **Review of September Sub-meet Notes (per J. Turner) (Zierdt)**  
Turner sent through the usual channels, but the notes don't seem to have been passed along to everyone; she will send to the group following today's meeting.
- **MnSCU Academic Program Division Leadership [John Dalager and Marta Mohr] Oct. 14th Campus Visit Debriefing (Zierdt)**
  - MnSCU Policy/Procedure 3.36 and 3.36.1
  - Dalager and Mohr are visiting system campuses to promote MnSCU's role as support agency vs. regulatory agency
  - Want to help campus align and be in congruence with 3.36 and 3.36.1. Want to make sure there aren't unnecessary duplications in new or redesigned (50% or more) courses. Monitoring role: for example, schools might have a BS in Dental Hygiene and a BS in Dental Hygiene online—if these degree paths lead to the same degree, they shouldn't live in the inventory as separate programs.
- **MnSCU Policy Review/Comment – Due by November 15, 2015 (Zierdt)**  
MnSCU policies are now up for review. Review and comment; some of these things might impact programs.
  - Policy 3.1 – Student Rights & Responsibilities
  - Policy 3.21 – Undergraduate Course Credit Transfer
  - Policy 3.38 – Careers Information

- Procedure 3.38.1 – Careers Information
- Guideline 3.35.1 – World Language Credit Equivalencies  
This is new in the legislation over the last year. For students that receive seals and certificates, there are questions of where one puts these in their records.
- **MEMO: Course Numbering Convention**  
See memo...recommendation that MnSCU adopt a common numbering convention... there isn't policy, but something is coming. We should stay mindful of this. FA clarification: We don't need exact numbers to be the same, but should have commonalities.  
Admin: correct. We just need to know something is coming.
- **Minnesota State Mankato University Policies UNDER REVIEW for 2015-16 – Policies selected by the University Policy Consultation & Approval Committee [University Representatives to the UPC&A can be found at: <https://www.mnsu.edu/policies/> ], policy drafters appointed, and first drafts of policy for Informal Review should be published by November 1, 2015 at: <https://www.mnsu.edu/policies/whatis/review/> (Zierdt)**  
Typically UCAP does a review. November submeet will be probably be tearing into these.
- **Undergraduate Programs, as put forward for curricular approval in 2014-15, that have now received campus, MnSCU, HLC, AND Department of Education approval are:**
  - **Computer Application Development BAS**
  - **Film and Media Studies BA**
  - **Geoarcheology CERT (Zierdt)**  
All programs have now been approved.
- **Minnesota State Mankato and MnSCU Undergraduate Academic Program Inventory Reconciliation Project Update (see attached Excel file - 10-18-2015 Program Inventory). (Zierdt)**  
Take a look at this. It was in the attachment to the agenda and on OneDrive.  
Next is do our locations and learning formats match—a number of programs say online, but inventory says on land. Time to get this updated.
- **Curriculum Design System – Q&A w/ Dan Cronn-Mills (Cronn-Mills)**
  - Cronn-Mills is setting up better tracking for CDS proposals—including ISRS, bulletins, DAARS, etc...eventually the system will document who has checked/unchecked these elements. There should be more opportunities to keep things clean in DAARS, AgileGrad, etc. New catalog will be reflected for new students. Working to pull SharePoint maps into CDS, so don't have to do complete proposal for changes (could just update elements). Working on dropdowns for maps, etc. These changes could be money saving for us—admissions reps could just print out maps for degrees/interests, instead of giving prospective students the entire bulletin as they do now.

- Cronn-Mills has asked Zierdt to ask Council of Deans to look at new program and new related program proposal forms. We keep adding new things, but haven't taken anything off. They are gigantic. Is it possible to take anything off? What is actually useful?
- Cronn-Mills would also like to build options to expand/contract updates, so only see relevant information.
- This will be the big project this spring/summer, but it would help to know what is useful for UCAP to know when reviewing proposals.
- There is a new component for new and modified courses: what are classroom expectations? There will be series of options. This will help registrar/deans evaluate space needs. Only have so many spaces, so need to look at realistic options.
- Adding a preview function—departments often say, “how can I set this up while still in edit mode to show departments.” Will be able to click an option to have preview mode available for viewing, but allow authors to still edit.
- FA question: is this related to option to have more editors? DCM: looking into this...it's complicated, but right now can have two (author and contact)
- Admin: MnSCU, HLC, etc has lots of stuff we're supposed to ask for and locally we're adding stuff—some of the stuff MnSCU used to request might not be needed any more. What can we do to help?  
Cronn-Mills: UCAP should look at the proposals to see what is needed/helpful. Teaching-load related questions might be something UCAP doesn't look at...Deans might be interested, but maybe not?
- Zierdt: thank you for work on this. And design for curriculum maps. If people see errors with maps, please report them.
- Cronn-Mills: UCAP doesn't see maps as part of abbreviated workflow, but should look to see if a map is associated to the proposal. If no map, may need to send it back. As we're first using this, people might forget to make associations.  
FA question: so everyone should be able to see maps? Where?  
Admin: Undergraduate programs page; also Bonnie sent out email on behalf of Zierdt.  
FA: map is useful, but it's under perfect conditions.  
Admin: big user of this is prospective students; maps last year were built in sharepoint, curricula that changed may need to be modified. Please report.
- **Reaccreditation (Booker)**  
This year UCAP is being asked to review HLC reaccreditation criterion 3 & 4 on teaching and learning. Feedback form and associated information will be emailed. Booker shared an example. Looking for what's missing from the documentation for our areas. Assurance Draft Document on SharePoint. Entire document is 100 pages, can give feedback on all, but please focus on 3 & 4. At November sub-meet Booker will collect the feedback. Campus feedback ends Nov. 25. 28 pages total to review. Need to use StarID and password to login.  
Questions? Booker has office hours T-Th 1-3 or you can send email...queen.booker@mnsu.edu

Admin Question: never been on sub-meet in an HLC year. Do they meet with us?

Admin Answer: might be a list of groups they would want to meet with—they might want to meet with us, but maybe not. We don't know.

Booker: Thank you! Look forward to feedback. Would like real feedback.

- **Undergraduate Curriculum Approval Updates/Trends/Concerns/Opportunities from UCAP Faculty Committee (Lindberg)**

- Have run a few proposals through.
- We've reevaluated a practice that dated back to paper proposals of doing tentative and final approvals. We now do one-step proposal approval.
- BA/BS survey is still being collected—departments are not standard. People created programs without guidance, so there is variation, but Lindberg is starting to see some parallels. Total of ~15 responses (expected more), but can gather some ideas to consider about what makes a BA vs. a BS. More guidelines than anything. This could help us decide if something is a BA vs. BS.
- Zierdt: my homework was to collect what we can from institutions...some of the information is buried! The guidance is called different things on different campuses. First 10 on the list are benchmark universities. Any comments from the group: what was shocking/interesting/etc? How do we want to try to distill? Should we go through this and look for trends? Common threads?  
FA: what did St. Cloud say? GZ: couldn't find info from St. Cloud.
- GZ: much variation even at institutions  
FA: similar to what we're finding here.  
FA: didn't seem like anything was much better than what we have.  
FA: language requirement seems to come through  
Admin: high degree of specialization in BS.  
FA: required courses in BA is lower than BS  
Admin: would want more distinction than just credits, because credits would vary. We could propose guidelines.
- FA: western KY looks at philosophical definition. This is similar to what Booker shared last time.
- Admin: need to look at 8 credits of language requirement—where would this live? Does it make a difference? This could jam things up for some students. Is there a way to look at required language components to look at majors, minors, and completion rates...how do they correlate?
- FA: "best value schools" article/site gives overview of BA vs. BS for prospective students and example types of classes. Looks good to me!
- Admin: we currently have nothing in terms of a definition here—if one were to do this, it would be for the future. How limiting is this?

- Admin: thoughts go back to transfer pathways...when students come in and transcripts are evaluated, what were they pursuing and how does it fit in to institution? How does their degree here fit in to grad school—workforce...how does it fit in there? And, in the end, does it matter? If it does matter, what is it that constituents are asking us to offer? If we do this, would like to see discussion about looking at the required 40 credits of 300-400 level course work (students can complete major and minor and not have enough upper division credits to graduate).
- FA: if we look at BA as broader degree and look at what employers are looking for—BA seems to be appropriate choice (critical thinking, communication, etc; collegeparents.org), but BS degrees are more field-specific. This varies between disciplines. Need to consider these differences.
- Admin: might be useful to have some sort of language distinguishing degrees in different programs, so students know which path is right for them. Also goes back to colleges/technical colleges in terms of associates degrees and kinds of degrees students come in with.
- Admin: also need to make sure our definitions fit into MnSCU's broad definitions. Admin question to Zierdt: this would relate to new programs? Zierdt: yes. Admin: does this still not make the distinction fuzzy? Some of these programs stay around for quite some time...things on the books might not fit with new guidelines. Zierdt: that's a discussion for this group.
- FA: system would guide people designing curricula...should a new degree be named BA or BS? FA: what other degrees are there? FA: BAS (Bachelor of Applied Science) and a number of other professional bachelor degrees. FA: how do these differ/fit in? FA: BA on one end and professional degrees on the other and then BS is somewhere between those. FA: things that are very career-specific should maybe be BAS (e.g. aviation, accounting)? FA: Depends on the student's goals.
- FA: need to get parents to understand different degrees.
- FA: at end of the day, need to make sure our definitions match what employers say they need. Might at some point want to have a conversation with top employers. Instead of looking at what we think, maybe need to look more broadly—are we offering what employers need? Admin: we're on to something...need to drill down one more layer. FA: also need to take what employers say with a grain of salt...they don't always say exactly what they need/want. FA: true, but need to start to ask questions about what "communication" or "critical thinking" means to employers. They say we aren't giving them what they want, but aren't articulating what they want specifically. General Mills stopped recruiting here—need to look at why. Where we place students is becoming a metric we are measured by.
- Admin: add to our research: consult area employers, educational advisory board, economic development corps.
- Admin: need to look at alignment of MA/MS, too.

- Admin: set BA vs. BS aside for a moment. Look at 100/200 300/400...
  - FA: looking at course numbers...need to look at graduation requirements—meeting requirements for higher level credits moves some content into 300-level courses instead of 200 (would be a 200-level course in a community college, but we might add some complexity to make it an upper level course).
  - Admin: how do we make this determination in the first place—what criteria were used? Say “take stuff out” to make a 300 into a 200, but who determined this?
  - Admin: in my experience level referred to the number of prereq courses...200 level = need a 100-level; 300-level = need a 100- and a 200-level.
  - Admin: some 200-level classes are sequenced in 200s...means rigor is increasing, but not the level...this begs the question, where did this begin?
  - FA: there is some necessity to look at this. Everyone had reasons for doing what they did...but it might be good to ask questions and look at these. Create a construct to examine. Might want to limit our investigation to pilot programs in pathways...theatre, psychology, business, biology...look at what it takes to create a clean pathway.
  - Admin: What are next actions? What additional info is needed? BA BS, course numbering...workforce/employer needs? Are there questions about course numbering?
    - Admin: look at comparison of language program completion vs. non-language program completion  
GZ: What is the time period for this data? Whenever we shifted to 120 credits (4-5 years).
- Admin: question: thinking and collecting information about BA vs. BS...who asked this question? Why are we asking? Admin: The provost asked; when people are proposing new programs, helpful to know whether they should be BAs or BSs.  
FA: with the emphasis on learning outcomes now, it seems like there should be some commonalities between BA and BS programs.  
Admin: ultimately this is a conversation for the faculty to weigh in on?  
  
FA: Yes, unfortunately not all colleges have been able to weigh in. We have tried to be inclusive of all colleges.
- Admin: is there anything else the group feels we should look into? Or are BA/BS and course numbering the big things. Admin: minors could be looked at, too; we don't have guidelines for minors. Can be any number of credits.  
FA: this is plenty for projects.
- **Minnesota State Mankato Undergraduate Academic Standards/Policies Work Project**  
Reminder: November will be policy review.

- **Faculty Survey and Benchmark University Standards/Policy Findings and Discussion**  
[See attached Excel file – Curriculum Standards of Benchmark Universities]
  - **BA vs. BS**
  - **Course Numbering Conventions**
- **Next Actions**  
Covered in above conversation following UCAP's mention of the BA/BS survey being conducted.
- **For the Good of the Order**  
Booker will send email on HLC information.

**Meeting adjourned:** 4:48 pm

**2015-16 Sub-meet Membership:**

- John Lindberg, Co-Chair (College of Arts & Humanities)
- Ginger Zierdt, Co-Chair (Administration)
- Vicki Schull (College of Allied Health & Nursing)
- Queen Booker (College of Business)
- Bobby Fleischman (Administration)
- Joel (Pat) McKinzie (College of Education)
- Kim Greer (Administration)
- Jennifer Turner (Library)
- Andrew Roberts (College of Science, Engineering, and Technology)
- Abdalla Battah (College of Social & Behavioral Science)
- Marcius Brock (Ex-officio: Office of the Registrar)
- Dan Cronn-Mills (Ex-officio: Curriculum Design System Coordinator)