



## College Curriculum Committee Minutes – February 21, 2019

Attendance: Casey McArdle, Robert McCann, Beth Judge, Anne Violin-Wigent, Brock Delebreaux, Dionne O'Dell, Senta Goertler, Todd Hedrick, Emery Petchauer, Gretel Van Wieren, Sonja Fritzsche, and Leann Dalimonte.

Guests: David Godden

Meeting started at 3:17pm.

Minutes: 2/21/2019 3:15 – 5:00 321 Linton

1. Approval of the Agenda – unanimously approved.
  - a. Additions to Agenda – removal of REL 307 which was unanimously approved.
2. Approval of 1/24/2019 Meeting Minutes Anne motioned, second by Senta – unanimously approved.
3. Associate Dean's Remarks
  - a. CUC – Workshop Hybrid Learning reminder
  - b. Curriculum has been lighter this year than the previous
4. Course Demand Data (Beth Judge)
  - a. This data shows the potential opportunities for us as a college when it comes to recruiting new majors into the college. Also, where are some opportunities for us when it comes to flat rate tuition?
  - b. These courses had a 90% fill rate
  - c. No summer data is incorporated
  - d. Breaks down the CAL majors within those courses, example PHL 130 courses had a 99.8% fill rate for non-CAL majors.
    - i. Question from PHL: Do we know where in their career do these non-CAL majors come into these courses?
      - A: Mostly juniors and seniors in PHL 130, for example. PHL 330, has a higher number of CAL majors, but has more senior students. LIN 200, for example, is mostly filled with freshman and sophomores. GD 260 is mostly filled with CommArts majors.
    - ii. Question: How many of these classes are online?
      - A: The classes on here only meet face to face
  - e. Classes that were left off of the list, especially looking at classes you would think would have a big draw, actually had a low fill rate. In which case we would look at missed opportunities, for example, class time offerings, or Friday class offerings.
  - f. How can we get these students who are taking these classes to want to be in that major earlier instead of taking them as electives?



# College of Arts & Letters

## MICHIGAN STATE UNIVERSITY

- g. Goal from the data: Gain money to fund these courses (add more seats for flat rate tuition)
  - h. Takeaways: Beth will do a deeper dive into the data to answer some of these questions.
5. UCC updates (Leann/Assoc. Dean on behalf of Bump Halbritter)
- a. UCC Sub C committee meeting, February 7, 2019.  
**New Academic Programs and Program Changes**  
  
UCC Sub C approved 5 Program Changes in CAL  
Requirements for BA in Apparel and Textiles  
Requirements for BA in Apparel and Textile Design  
Requirements for BA in Theatre (change re: Senior seminars & credit values)  
Requirements for BA in Theatre (additional changes in credit distribution)  
Requirements for Minor in Theatre  
  
**New Courses and Changes**  
  
UCC Sub C approved 24 Course Changes, 10 New Courses, and 2 Course Reinstatements in CAL  
10 Course Changes in Apparel and Textile Design (ATD)  
3 Course Changes and 1 New Course in Graphic Design (GD)  
1 New Course and 1 Course Reinstatement in Studio Art (STA)  
1 New Course in Language Learning and Teaching (LLT)  
1 New Course in Portuguese (PRT)  
11 Course Changes, 6 New Courses, and 1 Course Reinstatement in Theatre (THR)
6. CUC updates (Leann/Assoc. Dean on behalf of Kirk Domer)
- a. Hybrid Learning Workshop Reminder
  - b. Committee continuing onto the following year
  - c. CUC vs. CCC conversations as to what topics should be discussed at each committee
7. Curricular Items
- a. PHL 454 (Tier II Writing) – Presented by Todd Hedrick
    - i. In conjunction with the PHL in Law Concentration request
    - ii. Students in the major/concentration would be taking this instead of the capstone and that the course needed to cover that Tier II Writing requirement.
    - iii. Changes: Update #1, 7a. same time as the concentration and 13. Add the selective audience for the majors in the concentration
    - iv. Signoffs from the 3 requested colleges were approved.
    - v. Casey Motioned, Todd seconded, and the course was unanimously approved with completion of request changes.
  - b. ~~REL 307 (Effective start date change)~~
  - c. ENG 408 - Experiential Learning Course Approval – Presented by Emery Petchauer



# College of Arts & Letters

## MICHIGAN STATE UNIVERSITY

- i. The course recently had a new name to accommodate the appeal of the course.
  - ii. Working directly with\_\_\_\_, creating curricular products, cross disciplinary work.
  - iii. If students are enrolled in this course they are also taking a course (TE 407, 408) in the college of education that involves 20 hours of field work which would be considered experiential learning. So, do CAL secondary education students need this course to fulfill that requirement for CAL, since they are essentially already fulfilling it in the College of Ed?
  - iv. What 'routinely connects or fulfills' students learning to various committee education organizations? It's threaded throughout the semester, but intensifies at the end of the system when they have to give a pitch.
    - Recommendation: Remove routinely and replace it 'throughout the semester' so it is clarified that it is an ongoing aspect of the course.
  - v. Anne motioned, Casey seconded, course unanimously approved with the completion of the recommended changes.
8. Experiential Learning Form Revision
- a. Syllabi information: Can be fulfilled through #1, and #5 b. and c.
  - b. Should we offer a workshop on how to fill this out?
    - i. Audience: CCC, people who have filled it out, people who are offering these approved courses
  - c. Can we put this into a fillable pdf document?
  - d. Discussion/Recommendations:
    - i. 5 b. and 12. seem to request the same information and could create confusion. Do we keep both, or do we only need one?
      - 5 b. relates directly to the experiential learning, and 12. relates to the course more broadly.
    - ii. Can we move 11, 12, and 13 up so experiential learning is grouped together and syllabi/course information are grouped together?
      - Remove the a. on 5 a. and move those questions below the course catalog information which then renumbers the following questions.
    - iii. Return the new 7. (previously 12.) only to 'outline of major topics'
    - iv. Can we add an '\*' or another designator by the new items with a key at the top, or perhaps a listing that the certain numbers can be carried over/filled out directly from the course form itself?
    - v. Can we have more of a narrative when it comes to the type of activity and provide an example for that?
      - Recommendation: In 8. following 'Indicate which experiential learning outcome this course addresses...' with 'Concrete description of how things work.' Also extend length of response field.
    - vi. 9. Add 'Detailed' to the beginning...'Detailed experiential learning description, including types...'
    - vii. Casey motioned, Senta seconded, new form unanimously approved with the completion of those recommended changes.



College of Arts & Letters  
**MICHIGAN STATE UNIVERSITY**

9. Other Business

*\*Curricular requests can be viewed at <https://www.reg.msu.edu/forms/formsmenu.asp>  
"Academic Programs" and "Courses"*

Meeting adjourned at 4:53pm.

Respectfully submitted, Leann Dalimonte.