Curriculum Committee

February 25, 2011

Present: Acklin, Carney, Cedar Face, Dungan, Levin, Pittman, Smith Armstrong, Walsh, Thorpe

Guests: Mada Morgan, Dee Perez, Jeannie Marinak, Linda Wilcox Young, David West

The meeting began at 2:00 p.m. The minutes from February 18 were accepted.

University Seminar

Introductions were exchanged with guests Mada Morgan, Dee Perez, and Jeannie Marinak.

WR 121 is proposed as an online course only; we haven’t offered in about 15 years. If we have online students, they can complete this; we need to verify to the Sloan consortium that we have this course. It will be available, but doesn’t have to be taught if there’s no demand. There may be an occasion when WR 121 may be more appropriate for some of our students.

USEM 100 (Transition to College Writing): Morgan said we have some students who can’t negotiate USEM 101, 102 103; these students are usually identified early in the year. We’ve tried different approaches to deal with this. Students can self-select USEM 100 through advising, to take before the USEM sequence. It’s not remedial, it’s remediation. Skill and drill courses don’t prepare students for the USEM sequence. Students need to do the same sorts of activities as in regular USEM, but USEM 100 is a slower model of USEM 101 while incorporating basic skills. USEM 100 doesn’t meet any of the foundational credits. In winter term, it would also be a way of putting failed 101 students into 100 before taking 101 again.

Cedar Face: is passing USEM 100 with a C- or above [before enrolling in USEM 101] too low? Morgan: this matches our other requirements. The grade restriction will be added, and instructor approval. About 5-10% of our students need USEM 100; the number is not overwhelming. Acklin: if you take 100, can you then take 101? Yes. Carney: this is listed as a 4-credit course. Why would this carry college credit, since it serves a remedial purpose? Morgan: work we require qualifies for college credit; not the same as USEM 101, but it is deserving of college credit. Pittman: this sends a message that it is a legitimate course. Dungan/Levin moved to approve WR 121 and USEM 100; the motion passed 6Y/0N/0A. USEM guests departed the meeting.

Emerging Media and Digital Arts (EMDA)

Bobby Arellano was introduced to the committee. There is a series of new courses, plus a few other changes. The former Digital Media Foundations (DMF) program and courses will be changed to Emerging Media and Digital Arts (EMDA); it is a newly revised program.

Proposal for a new minor in EMDA: Arellano consulted with other departments in creating the new minor, some courses are from those departments. We’ve had the DMF courses (201, 202, 203) for three years. Digital Media Foundations has been retitled Emerging Media and Digital Arts. EMDA is not a department, but a center. Team teaching and interdisciplinary and interdepartmental involvement is a core of this center. New courses are the barest architecture of essential courses for the minor. Research and seminar topics will vary depending on who is teaching in a particular term. Electives could either be the 400-level EMDA, or other courses. With seven courses, this will be the EMDA minor to go along with students’ major. There were questions about the required courses, and electives, and whether there should be focus areas or grouping of courses.

Arellano explained the corequisites and plans to pilot a 399 projects course next year, and have students from other areas collaborating with students in more expected EMDA majors. Arellano added that there may never be a major in EMDA, so students from across other majors will work together.

Pittman: Could a student take lower division electives and satisfy the elective requirement? What about advising for minor? Arellano is the advisor. There were other general questions about marketing the program, and letting students know of the availability of the minor. Suggest Arellano be more intentional. Arellano: when we see students have taken DMF courses, we will contact them to encourage them to take the minor. Armstrong noted that minors should have a certain number of upper division electives; Arellano will revise the electives list to make sure upper division electives are listed. If a course counts for a student’s major, it can’t also be used for minor requirement. Arellano departed the meeting.

Native American Studies

David West and Linda Wilcox Young joined the meeting to discuss changes to the Native American Studies program. Several new courses are proposed. The only changes to the minor and certificate are the addition of the new courses. West said they are strengthening the minor in preparation for eventually proposing a major in NAS. Responded to areas he and Brent Florendo could teach. Florendo is a SOU theatre graduate; want to expand the relationship with the theatre arts program. This summer Konaway students will perform at the OSF Green Show. Why aren’t more Native Americans represented in theatre arts? Levin: we would like to integrate with our dramatic literature curriculum.

Introduction to Nine Tribes of Oregon (new course) will be taught by Florendo, and is supplemental to education department. NAS met with social studies students going into teaching; none of them could name the nine officially recognized tribes in Oregon. Native American Ecological Practice: origin is in pre-contact time. Part of “going green” for SOU and a personal area of interest for West. Course is solidly based and ES students like it. Walsh: for NAS 360 (Native Americans and Film) has concerns when “film” is in the title. Is the orientation more than Native American portrayals? The syllabus doesn’t’ show course objectives, readings, etc. Are film holdings enough? Cedar Face: we have good holdings because of gifts. Is it popular films, western genres? West: from beginning, ties in with old wild west shows. (Florendo is related to Yakima Canutt, famous film stuntman.) Walsh: good to list some films, and why that one is chosen, similar to using scholarly articles. West will provide information. Native American Ecological Practices (NAS 380): work with someone from ES for the scientific background, traditional information. West is working with forest service for guest speakers. Acklin: mention these speakers in syllabus.

Dungan: NAS 390 and 391 list the same text; what is different between the two courses? West: described the differences between the courses. The committee recommended revising the course descriptions to make them less similar, and possibly revising the course titles. West will edit the titles and descriptions of NAS 390 and 391, and provide objectives and an annotated list of some of the films for NAS 360. The guests departed the meeting.

Dungan: do we need to evaluate resources and funding? General discussion about whether it was the Curriculum Committee’s responsibility, or the department chair’s and dean’s. We can ask the question, but deans are supposed to evaluate whether there is funding and enough demand. Other things like library resources, faculty resources, are part of this. We want to maintain rigor in this program. The new course proposal form contains items about resources. For NAS courses, need to see the syllabus they will send. Wait until package is complete before approving.

Levin/Dungan moved to approve four new EMDA courses and change DMF courses to EMDA course; the motion was approved 6Y/0N/0A. The committee deferred approval of the EMDA minor until the revised course list is received.

Acklin: next week Scott Rex from the foreign languages program will attend the meeting, to explain catalog changes and need for ASL courses for the BA requirement.

The meeting adjourned at 3:48 p.m.