

## College Curriculum Committee

### MINUTES: March 15, 2012 – 3:15 – 321 Linton

*In attendance:* Dunn (AAH), Watts (English), Beretta (L&L), Rauscher (PHL), VanWieren (REL), Grubbs (RCS), Colson (THR), Blythe (WRAC), Pierce (Undergrad Student Rep), Dai (Grad Student Rep), Fisch-Ferguson (Grad Student Rep), Hoppenstand (UCC Rep), Swenson (Assoc Dean), Roraback (Dean's Office).

1. **Approval of the Agenda**  
APPROVED
2. **Approval of February 16 Minutes**  
APPROVED
3. **UCC updates (Hoppenstand)**  
Hoppenstand reported that all CAL curriculum passed with no problems.
4. **Teacher Education Council updates (Swenson)**  
Swenson reported that all proposals passed with no problems
5. **Curricular requests\***

Arts & Letters Course Deletion: AL 201 Writing Tutorial

This motion was discussed in the February meeting and tabled in order to provide time for commentary from other units.

The course was originally developed to provide additional writing support for students who earned a 1.5 or lower in their first-year writing course. Students also had the option to re-enroll in another first-year writing course. Those who chose the 2-credit, AL 201 pass/fail Writing Tutorial Option, had to co-enroll with their IAH "A" course, which was originally IAH 201. AL 201 was designed to use the readings and writing assignments from IAH 201 as "core texts," around which AL 201 faculty built additional and related reading and writing assignments. From the time of expansion of the IAH "A" course options, the 2-credit pass/fail course has struggled to fulfill its mission of enhancing student writing abilities. It is with these understandings in mind, that the Writing Center, the administrative unit that was responsible for AL 201, asked to have it deleted. They received no objections from first-year writing, IAH, or the Associate Provost for Undergraduate Academic Affairs.

Swenson shared two observations that might concern others: (1) that there is a general misconception that first-year writing has an exit requirement different from the general university requirement, which is not the case, and (2) that given that low grades in first-year writing are highly correlated with dropping out of

MSU, some may see the move as counter-intuitive (she explained that first-year writing faculty believe the correlation is not with “writing,” but with behaviors such as skipping class, failing to turn in assignments in a timely fashion or at all, etc. that are primarily causes for failure of first-year writing courses). Swenson noted that the College Curriculum Committee should be proactive in thinking about how best to intervene with our own students who do earn grades of 1.5 or less in FYW.

Motion to delete  
APPROVED

### **Linguistics and Languages**

The representative from the proposed Chinese Specialization asked that the proposed specialization be tabled until the Fall Semester.

#### **New Program**

China Specialization (Pending)  
TABLED

#### **New Courses**

CHS 150 Understanding China Today: Chinese Culture and Traditions  
(Pending)  
TABLED

CHS 211 Chinese Conversation in China (Pending)  
TABLED

CHS 291 Special Topics in Chinese (Pending)  
TABLED

### **6. Other Business**

**CAL Cognates:** A previous discussion centering on eliminating the requirement that at least one cognate come from outside CAL as well as the current situation in which minors count for both cognates, but specializations, which might require a greater number of hours than a minor, count only for one cognate was continued, with a request that additional data be gathered from advisers over the summer.

Representatives noted that departments use cognates for differing purposes.

The Philosophy Department often uses them to help students put a coherent group of courses together. For example, a student who wants to go to law school, but may not have time to develop new cognates; others may want to go to grad school and have significant credits which can be made into cognate. The current system seems to be working.

Linguistics often sends students outside the College to fields like psychology or cognitive science, etc. for cognates that will help them see linguistics as part of a range of possibilities.

Romance and Classical Studies students often come to the department from a different major; the advisor often helps them develop one cognate inside CAL and one outside CAL.

Art, Art History and Design BFAs don't require cognates. For some students, cognates from outside CAL take the form of "life feeds art" configurations.

The committee discussed the possibility of developing a menu of specializations. They recognized the implications, however, of potential lengthening of time to degree since students who enter our majors as juniors often use previously earned credits to fulfill cognates.

Advisors will be asked about students' use of specializations. Further information about minors (for example what percentage of students take minors vs. specializations) will also be gathered. Demographic data about incoming freshman and the extent to which we get students as juniors was also requested. Consideration will need to be given to language requirements as well.

Questions to consider include:

For what percentage of our majors, does this requirement: Enhance the major? Better prepare them for higher education or occupations? Shorten time to degree?

*\* Curricular requests can be viewed at <https://www.reg.msu.edu/forms/formsmenu.asp> "Academic Programs" and "COURSES." If you have difficulty accessing any of the information, please contact Theresa Walker ([walkerth@msu.edu](mailto:walkerth@msu.edu)) to request hard copies.*