

CALS Curricular Committee Meeting
April 22, 2014

Present: Jackson, Barak, Bland, Jull, Kloppenburg, Pfatteicher, Gonsiska, Olson, Fritsch, Gisler, Sottile, Van Eyck

Absent: Smith, Steele, Day

Start time 12:07pm

MINUTES

- Motion to approve meeting minutes from March 25, 2014; Bland, Barak – passed

INDIVIDUALIZED MAJOR

- Animal Welfare – undergraduate student Quincy Markowitz and Animal Science faculty Amin Fadal
 - FW&E and Philosophy/Bioethics advisors as well
 - Markowitz would like to avoid majoring in Animal Science due to conflict with her personal ethics regarding animals (vegetarian), especially in labs such as Meat Science.
 - Motion to approve; Bland, Olson – passed

COURSE PROPOSALS

- Biochemistry 104 *Molecular Mechanisms, Human Health and You*
 - New course for non-science majors. Looks at molecular mechanisms of human health. 3 cr.
 - Motion to approve; Bland, Barak – passed
- Biology 599 *Capstone in Biology*
 - Individualized capstone, students would be part of a lab on campus, can be taken more than once for 1-4 cr.
 - Motion to approve; Bland, Fritsch – passed
 - Discussion:
 - Can a capstone be 1 credit? The college does not have a minimum credit requirement so long as the capstone meets the spirit of a capstone course.
 - Capstones can vary greatly from department to department so perhaps the model for CALS capstones should be made more streamlined and consistent in the future.
- LSC 477 *NAMA Project: Agri-Marketing Strategy and Implementation*
 - New course. Marketing campaign competition that runs like a seminar. Hands-on opportunity to develop the campaign.
 - Motion to approve; Barak, Bland – passed
 - Discussion:

- The course should not conflict with Business School courses because most of their coursework does not have direct application to marketing. Also, CALS students often are unable to take those courses.
 - Brings students from across CALS together - gives them exposure to new content and provides greater learning opportunities from peers within the college.
 - Want to avoid giving academic credit to students for participating in a student organization. The syllabus should separate the two.
 - Offer friendly advice to the department re: graduate students being evaluated differently.
- Land Arch 634 *Geodesign Capstone*
 - End of a 5-course curriculum for the Geodesign certificate. Similar to an on campus independent study, but offered online.
 - Motion to approve; Kloppenburg, Olson – passed
- Land Arch 671 *GIS and Geodesign for Sustainability and Resiliency*
 - Covers history of sustainability and resiliency movements, proposals addressed and resolved issues that surfaced during previous curricular committee meeting. It may be worth asking the proposers the same questions as outlined re: Land Arch 630 (see below). Includes extensive list of topics, a schedule, Desire2Learn program.
 - Motion to refer to Land Arch 630 comments (see below); Jackson, Olson – passed
 - Discussion:
 - Remove point in syllabus regarding “UW standard grading scheme”

WAITING ON SUPPLEMENTAL APPROVAL FROM GEOGRAPHY

- F&W Ecol 660 *Climate Change Ecology*
 - Proposer has done due diligence in researching possible overlap with other courses on campus
 - Motion to approve; Barak, Kloppenburg – passed
- Land Arch 630 *Introduction to Geodesign*
 - Geodesign is a certificate program offered by Land Arch. There is demand for geodesign outside of the University. Course is not for UW students, but for those paying for a professional certificate. 3 courses follow this course and then a capstone. Insufficient information in the syllabus about what a lecture and discussion are and what happens in each. Also insufficient information regarding federal credit guidelines. Can’t tell from the syllabus how credit hours are provided and with whom students are in contact during those times.
 - Motion to request a more elaborate explanation of what lectures and discussions consist of, how they’re organized, who presents them, and what tools and techniques are deployed in the course; Kloppenburg, Olson – passed
 - Discussion:

- Request proposers include a key in the syllabus about what is meant by “synchronous” and “asynchronous”
 - Request proposers provide explicit pedagogical information
 - Request proposers provide a document that captures the plan for delivery methods
- Land Arch 631 *Geodesign Methods*
 - Syllabus includes details about course delivery format, but is mostly poses similar concerns as with Land Arch 630 (see above).
 - Motion to edit syllabus to include consistent presentation of delivery models and describe how course meets federal expectations; Bland, Olson – passed
- Land Arch 633 *Geospatial Approaches to Conservation and Adaptation*
 - 2 cr. Same comments on this proposal as with Land Arch 630 (see above). Would like more information on what is actually happening in these courses.
 - Motion to refer to Land Arch 630 comments (see above); Kloppenburg, Barak – passed
 - Discussion:
 - F&WE and Geography departments are supplemental approval.

Adjourned 1:25pm