

3/1/11

## Curriculum Committee Meeting Minutes

By Maria Stubbings

Present: Stier, Bednarek, Fadl, Hayslett, Jackson, Mitchell, Pelegri, Paustian, Stubbings, Sandberg, Lazewski

Minutes stand as posted

### New Business

- Internship program for CALS Students and Risk Management-John Ferrick
  - UP&S wants the input of the CALS Curriculum Committee
  - The majority of students taking an internship are not doing so for credit
  - If taken for credit, the university will stand behind the faculty member; but if a faculty member gets sued regarding an internship that is not for credit, where does the university stand?
    - How does the university protect faculty or staff with a non-credit internship?
  - There has been discussion that if students want to take an internship, they must take it for credit
  - Why is this an issue? Are there any cases where this has happened?
    - This may be more of an issue because there is a push for creating internships, especially international internships.
  - Is there an actual danger? Would somebody be able to sue because of advice/suggestions given by a faculty?
  - Employer's perspective: if it's a smaller company, would the company be less willing to take on internships if they would be more likely to be held liable?
  - Student's perspective: is it dangerous to send students into a small internship/internship with a small company?

### Old Business

- Capstone Review
- Community and Environmental Sociology: Bednarek
  - Students are required to take 1 credit of 699 in conjunction with a 3-credit course of level 500 or above (C&E Soc 617 or 573 are recommended)
  - Capstone criteria
    - Problem solving skills: most likely meets
    - Multidisciplinary: most likely meets
    - Teamwork: most likely meets; 573 and 617 have teamwork; the contact person in C&E Soc made it clear that teamwork is not always possible in capstone situations
    - Information resources: most likely meets
    - Issues (societal etc.): yes
    - Communication: yes
  - Overall, most likely meets all of the criteria (573 or 617 + 699, taken concurrently, meets all the criteria, and this was determined to be an appropriate capstone)

- Concern: It is unclear whether students who take 500-level courses other than 573 and 617 are meeting all the capstone criteria
- Concern: It is unclear whether there is a uniform metric for 699 experiences; are they consistent from student to student?
- Possible recommendation: when there are multiple independent faculty involved in the capstone experiences, there should be a uniform way to teach and evaluate experiences.
- General Discussion: Do the departments have to abide by the suggestions the CALS Curriculum Committee makes?
  - Would departments be required to change their capstone based on CALS Curriculum Committee recommendations?
  - Stier-If we deem a department's capstone to be sufficient, the department does not need to do anything. If we do not deem a department's capstone to be appropriate, they will need to change its capstone, come up with a new capstone, etc.
  - What if a department disagrees with the comments made by the Curriculum Committee?
  - Updates: Representatives from departments could be invited to a CALS Curriculum Committee meeting for discussion
- Capstone review (continued)
- Biochemistry: Fadl
  - Biochem 651 is required for all students
  - Laboratory course with some lecture components and student presentations
    - 3-credit course (seminar + lecture (for lab) + techniques lab course)
  - Capstone criteria
    - Problem solving skills: yes (this is met by lab techniques, collecting and analyzing data)
    - Multidisciplinary: Varies
      - Depends on the definition of 'multidisciplinary'
      - There are lectures and the practice of modern biochemical techniques; however, the syllabus does not specifically mention what other disciplines are being addressed;
      - Bednarek-the course is multidisciplinary in a biochemical sense (biochemistry itself is multidisciplinary)
    - Teamwork: yes; students work in groups in lab component
    - Informational resources: yes
    - Issues (societal etc.): not sure
      - The business component of the course addresses the economic issue
      - The medical component addresses professional
      - Do we want courses to address all of the issues, or a few?
      - Bednarek-The seminar component of the course addresses these issues
    - Communication: yes; lab reports, presentation

- Enrollment: 50-60 students are enrolled each semester, and the course is offered two times a year
- The Biochem department gives exceptions for students who take CBE 561 (~3 students/year)
  - Is CBE561 meeting the capstone criteria?
  - CBE 561 does not contain the seminar component
  - It is a biochemical techniques course, similar to Biochem 651 (nearly overlapping with the lab component of 651)
  - CBE 561 is a 2-credit course
  - One possible solution is to have students take CBE 561 but also attend the Biochem 651 seminar)
- Overall, the course appears to meet all the capstone criteria
- Biology: Stier (Biology allows a number of courses or a 699 experience to count for the capstone requirement)
  - Zoology 316
    - Intermediate/advanced course, 2-3 credits, Limnology lab
    - It is a companion to Zoology 315 (Limnology lecture)
    - The prerequisite is Zoology 315 or consent of the instructor
      - The course does not seem to be limited to students near the end of their undergraduate career
    - Capstone criteria:
      - Problem solving skills: yes
      - Multidisciplinary: partially; students have to use a combination of lab and field work
      - Teamwork: mostly
        - Students work in groups
        - However, communication seems limited, because students are only communicating with peers in class (not multiple audiences)
        - However, most of the courses we are reviewing only speak to one audience, so this does not seem to be a big deal
      - Information resources: yes
      - Issues (societal etc.): does not seem to achieve this; it is only evident that the scientific issue is addressed
      - Communicate: yes; students write and present a paper
    - Overall, the course does not seem to fulfill the capstone objectives
      - Does not seem to address societal, economic, ethical, and professional issues
      - The course does not seem to be limited to students in their senior year (it is a 300-level course)

Mitchell: move to adjourn, Paustian: second