

3/22/11

## Curriculum Committee Meeting Minutes

By Maria Stubbings

Present: Stier, Pfatteicher, Stubbings, Lazewski, Bednarek, Fadl, Pelegri, Paustian, Sandberg

Call to Order

February 22 and October 12 minutes approved

### **Old Business**

#### Athletic Training Degree Proposal Update

- Brought up at an old meeting, and the original thought was that this program does not have anything to do with us
  - However, on second look, there are a few things that relate to CALS:
- Program relies on a general physiology course (already oversubscribed)
- Also relies on a Nutritional Sciences course, which has a tendency to be oversubscribed
- Not clear what would happen if the enrollment grew; proposal does not request a change in priority enrollment
  - It would just make it more difficult for sophomores/juniors to get in those courses
  - Nutritional Sciences-department could request that their majors get priority
  - Physiology is a bigger problem, because we currently do not have control over that course; some biology students currently have problems getting in
  - Some seats may open up in the future

### **New Business**

#### CALS Business Certificate Proposal

- In progress since summer of 2010
- Led by LSC and AAE
- Objective to create a certificate specific to CALS students
  - Certificates in SoB not open enough for CALS students
  - CALS students should have some business literacy
- 9 credits of core courses taught in CALS, 15 credits total
  - AAE 215
  - AAE 419
  - LSC 270
  - Electives from CALS and non-CALS courses
- Want feedback from the CALS Curriculum Committee
- Would be a transcriptable certificate
- AAE 419 has been tweaked so that it is more open to CALS students (non-AAE majors)

- AAE 320 is still a prerequisite for 419, but Bruce Jones (professor of the course) will sometimes let students in based on their experience
- 15 credit minimum, not 15 credits only
- Great idea; there are often students who would like to have some business experience, but it's hard for CALS students to get involved in business
- What if more than 50 students are enrolled in the certificate?
  - 50/year
  - Why is there a 50 student limit? (course enrollment, advising load?)
- While the Business Certificate is difficult to get into, Gen Bus 310 and 311 exist as a general 2-course business review
  - No discussion as of now between the Business School and CALS
  - Gen Bus 310 and 311 were created largely due to the requests of CALS
  - Gen Bus 310 and 311 would count toward the CALS Business Certificate
- A student can take both AAE 419 and Gen Bus 310 for credit in the certificate (Gen Bus 310 in electives), but 310 can sub for AAE 419 in the core; maybe it should be removed from the electives section
- It would be beneficial to get student support
  - May want to get letters of support from CALS departments, both departments that have had the ASB option in the past and departments like biochemistry that could also use the certificate
  - People creating the certificate should request these letters
- Their intent is to take our comments, respond to them, make some adjustments, and come back to the curriculum committee to ask for another review
- P. 2 of the draft: provision for course substitutions
  - According to campus policy, course substitutions in certificates are not allowed
  - CALS Curriculum Committee should advise that they revise that statement to say 'course substitutions will follow general campus guidelines. Course substitutions are generally not allowed.'
- Who would take care of additional advising that department advisors cannot help with?
  - Certificate proposal states that the AAE and LSC departments will provide any additional advising that is needed, but they do not list a specific name
  - Suggestion: list a name for a person that will currently fill this role
  - How does advising work with other certificates? (some list specific person for that moment, but the advisor would come from one of the participating departments; maybe the language should be similar for the CALS Business Certificate)
- Is there overlap between the people proposing the certificate and the people teaching the participating courses?
  - Bruce Jones is teaching AAE 419
  - Pretty sure Jacquie McSweeney is not teaching LSC 270 (check-who is teaching this course)
- Suggestion: have letters from all the departments whose courses are listed; have an official vote of approval for the two departments (AAE and LSC)
- Suggestion: letters from SoB, students (student groups)

- Suggestion: letters from course instructors that are teaching the electives
  - Perhaps get letters from departments saying the faculty agrees to teach the course and that seats will be available
- Certificate is restricted to CALS students

#### Format of Curriculum Sheets

- Stier-table until next meeting
  - This was an item Dave Bohnhoff requested, but he is unable to make this meeting
- Talk about DARS reports instead
- 4 DARS reports ready at meeting (Wildlife, Dy Sci, C&E Soc, and AAE) and Biochem partly done
- Main concern as of now is that they are reading requirements correctly
- Format will be basically what is presented at today's meeting
- 'Last 30 credits in residence' requirement coding is unreliable, and it has been this way for a while
- Graduation requirements, university req's and college req's only needed to be coded once; same coding for each DARS report
- Major requirements: trying to keep things in roughly similar order to curriculum sheets
- Section at end lists approved exceptions
- Plan to have most of the DARS reports done in the next few weeks and spend the rest of the semester to debug
- Liberties taken:
  - When a department lists "Chem 103 or 108 or 109" as a major requirement, it is not being coded into DARS, because it is the same as the college level requirement
  - For programs that require at least a couple semesters of calculus, it seems unnecessary to code Math 112 as a requirement (in these cases, a line stating 'some prerequisites might be required to take calculus' is included)
  - Capstone: most majors are coded as the curriculum sheet dictates; for AAE, there is language that states 'must be 300 or above, and must be approved by advisor'
    - Other capstones that have some questions with the curriculum committee have been coded in that way, and we can loosen the coding up as we go along

#### Tabled discussion on Capstone Companion Courses

##### Capstone Reviews

##### Agronomy: Bednarek

- Agronomy 500 only option
- 2-credit course

- Interim chair stated that they are trying to revise the course; sent Sebastian proposal to new capstone course, but this was identical to the syllabus for Agronomy 500, so assuming that they're the same thing
- Just going off the syllabus for the information
- Prerequisites: senior standing (not necessarily last 2 semesters), Agronomy 399 or 699 or consent of instructor
- Required to write 20-page paper and present 20 minute seminar based on their internship or independent research experience (399 or 699)
- In addition, there are a number of exercises for in-class: assigned papers, in-class discussions
- Capstone characteristics:
  - Problem solving skills: most likely meets; emphasis on critical thinking
  - Multidisciplinary: likely meets; multidisciplinary within Agronomy field
    - We should add some language in this section demonstrating the multidisciplinary nature within the field of agronomy
  - Teamwork: partially meets goal; written and oral presentations are individual; class discussion could show the completion of this goal; students are encouraged to meet with faculty
  - Information resources: yes
  - Societal, economic, ethical, scientific, and professional issues: mostly (no ethics covered)
  - Oral/written communication: yes
- Recommendations:
  - Request that they develop ways of promoting greater teamwork
  - Syllabus and course proposal are not clear about how the students will be assessed
- We will provide feedback to departments, and when this happens, we can ask if departments can provide clarification when needed
- Is it possible to define multidisciplinary in 3 ways?
  - Multidisciplinary within a certain field, drawing on multiple subfields
  - Multidisciplinary within the college, drawing on multiple areas of the study within CALS
  - Multidisciplinary within the university
  - College found these, and all of these are acceptable

Motion to adjourn-Pelegri  
Second-Bednarek

Meeting adjourned