

Minutes

CALS Curriculum Committee Meeting
Tuesday, January 28, 2019, 1:00 – 2:30 p.m.
253 Soils Hall

Voting Members Present: Balster, Wattiaux, Goldman, Holden, Kucharik, Anderson, Courtenay
Ex Officio: Barber, Ackerman-Yost
Also Attending: Arnfelt

Meeting started at 1:00pm.

CONSENT AGENDA

1. Review meeting minutes from January 14, 2020
2. **Minor course change: adding BIOCHEM 301 as a requisite option**
NUTR SCI 631: Clinical Nutrition I
<https://next-guide.wisc.edu/courseadmin/?key=8359>

Items 1 and 2 above approved by consent.

ACTION ITEMS

COURSE CHANGES:

1. **REVISIT FROM 1/14/2020:** Balster 1:10-1:20pm
Minor course change: adjusting from 3-credit lecture to 3-credit lecture + discussion
C&E SOC/SOC 222 – Food, Culture, and Society
Effective Fall 2020
<https://next-guide.wisc.edu/courseadmin/?key=1345>

Motion to approve: Balster/Holden

Discussion: Instructor provided more detail on grading, including the discussion assessment. Poster presentation not included in the syllabus – committee noted that a statement that poster grading will be provided during the semester would provide greater clarity for students.

Vote: 6-0-0

2. **REVISIT FROM 12/10/2019** Kucharik 1:20-1:30pm
Course change: 1 to 2-3 credits, title change, course description
GENETICS 522: Communicating Evolutionary Biology
Effective Fall 2020
<https://next-guide.wisc.edu/courseadmin/?key=4658>

Motion not to approve: Kucharik/Balster

Discussion: The proposal is to change the current 1-credit seminar course to a 2-3-credit course. The revised proposal resolves the questions about grading in the three-credit version of the course. However, the two-credit option doesn't include content and background readings to further student

knowledge of communicating evolutionary biology as the title indicates. The two-credit option consists of guest lectures in evolutionary biology, and the assessments are writing questions for the speaker and writing a synopsis/critique of one lecture – the content and assessments did not clearly demonstrate that students are developing skills in communicating biology. Additionally, the learning outcomes for the two-credit version were not clearly reflected in the content and assessments.

Vote: 6-0-0

3. **Change: course title and description update, Sustainability attribute** Wattiaux 1:30-1:40pm
AAE 323: Cooperatives and Alternative Forms of Enterprise Ownership
Effective Fall 2020
<https://next-guide.wisc.edu/courseadmin/?key=11>

Motion to approve contingent upon satisfactory response re: sustainability attribute (delegated to Academic Affairs): Wattiaux/Goldman

Discussion: proposal and syllabus are detailed and meet all criteria; missing required learning outcomes for sustainability attribute.

Vote: 6-0-0

NEW COURSES

4. **REVISIT FROM 1/14/2020** Courtenay 1:40-1:50pm
NUTR SCI 550 – Nutrition and Counseling for Athletic Performance
Effective Fall 2020
<https://next-guide.wisc.edu/courseadmin/?key=13277>

Motion to approve pending letter from Kinesiology (delegated to Academic Affairs): Courtenay/Kucharik

Discussion: The revised proposal addressed the questions from the committee regarding attributes, audience, and work outside of class. The committee discussed the typical rigor of readings required for this level of course – while adequate, the committee recommended that the instructor be informed that the readings were less than often seen in similar courses. The comment from Kinesiology has not yet been attached, and the committee concluded that this was a necessary component to approving the course to ensure the two courses were sufficiently distinct.

Vote: 5-1-0

5. **REVISIT FROM 10/8/2019** Holden 1:50-2:00pm
PL PATH/ZOOLOGY 154 – Tiny Earth: Antibiotic Discovery Research
Effective Fall 2020
<https://next-guide.wisc.edu/courseadmin/?key=12492>

Motion to approve: Holden/Kucharik

Discussion: This course is meant to be a companion course to BIOLOGY 152 – students can use the work done in this course as a source for the writing component of BIOLOGY 152's independent project. The committee noted that the revised syllabus clearly distinguishes the work and assessment of this course as separate from BIOLOGY 152. The committee noted that this course fills a clear need for students –

while many students want to have independent research in a lab during BIOLOGY 152, students haven't always built a relationship with faculty. This course would provide an opportunity for research in a more structured environment. Committee members also noted that more students contacted them about working in the lab for BIOLOGY 152 than they were able to accommodate, so this new course may alleviate that demand.

Vote: 6-0-1

OTHER ACTION ITEMS

6. Genetics and Genomics capstone request: GENETICS 522

Information is currently attached to course proposal (linked above)

Note: The program currently has a program proposal in process for updating the program learning objectives

Motion to table vote until a future curriculum committee meeting: Goldman/Holden

Discussion: As the course was not approved earlier in this meeting, this capstone request cannot be approved.

Vote: 6-0-0

Further Discussion: Based on the earlier decision to not approve the course change at this meeting, a final decision about the course meeting capstone requirements cannot be made. However, as the department is receiving feedback about the course, the committee felt that it would be useful to discuss this request and provide feedback relative to this request at the same time.

The committee discussed that the revised course proposal for GENETICS 522 meets some of the requirements of a capstone. However, the committee had questions about how the course demonstrated a culminating experience for the Genetics and Genomics major. Additionally, the committee questioned how the learning outcomes of the course aligned with the capstone policy. The committee also noted that the Genetics and Genomics major has five capstone choices and questioned how this course fit into the Genetics curriculum, and how it related to the other courses in terms of content, rigor, and depth of experience.

The committee also discussed the philosophy around using seminars as capstone courses. Some committee members noted that seminars can be a useful component of a capstone to provide students with information about the cutting-edge research in the field, as long as the seminars are appropriately chosen and provided context through the other components of the course.

INFORMATIONAL AND DISCUSSION ITEMS

1. Topics Courses Policy – discussion for future action

Ackerman-Yost

Discussion: A draft policy was provided to the committee and discussed. The committee will complete a review of the policy and supporting documents and have a larger discussion next meeting with a possible vote.

Meeting adjourned at 2:30pm.