

CALS Curriculum Committee Meeting Minutes
5 January 2010

Attendance: Bohnoff, Howell, Grummer, Paustian, Bednarek, Kurtz, Stier, Pfatteicher, Pellegrini, Gillian-Daniels

Approved Dec minutes

Reviewed agenda and timeline.

Member wanted to ensure that the timeline doesn't overshadow the content of the discussion

Timeline is a guideline, if need be, we will adjust the timeline.

Depts represented by calcs curric members have not nec been visited, was assumed the curric members would discuss with the faculty. Felt that Sarah, Bob or I should still visit those depts.. (Biochem, Dairy Sci—3rd Thur. Jan 21, LSC, LA). Bohnoff noted no need to meet with BSE; Genetics will discuss as faculty.

Biochem does not have a faculty mtg planned for Jan.

Should have the proposal out before getting more feedback.

2 all-college meetings: Jan is informative/discussion; March is voting

All college meeting—sorting out invitations, voting procedures for all college meeting about March 20

What will happen if a group (e.g., student council) has a negative vote? These votes are advisory, but hope would be to avoid that situation.

What will mechanisms be for feedback? Working on this. Suggest website. Sara is discussing w/ CALS a series of articles in e-CALS, online system for polling/feedback. Want to ensure individual voices. Need variety of mechanisms for feedback. Sara can get FAQ file setup on website; website can also be set up to ensure anonymity—people liked this idea. Also impt to get departments to provide feedback.

Sara-APC is governing body, so persons can contact their APC rep with their feedback.

(Sara and I may need to develop a list of ways to provide feedback on Jan. 27).

A fact sheet (e.g., FAQs) would be desirable

An explanation of why a requirement is in place will help. Could hyperlink the explanations from the single page synopsis.

Helpful to have proposed requirements in one column then explanation for them in a 2nd column. This would be the 2nd table (1st table is the document passed out for today).

Effect of proposed change on professional degrees

- 1) BSLA degree current-to what extent will degree proposal have for college vs Gen Ed? Gen Ed/Breadth are university reqts (Comm A, B, QRA, QRB, Sci, Ethnic, Humanities, Social Studies). QRA college reqt is Math 112, we would align it w campus (Math 112 or a list of other classes). Change would affect the other professional degrees. OR we could just leave college reqt (e.g., Math 112) rather than a degree reqt. For pro degrees, QRA would change, Science fundamentals (college reqrs Chem 108 or 109 or 103) doesn't change; Humanities reqt would open up for lit and art, Social stu not change, nor ethnic. Intro to CALS would be new reqt if kept for college rather than degree reqt (or could allow dept intro courses), Intro Ag reqt would be satisfiable by courses w/in the College (LA requires Geol 127); capstone is a college reqt so stays same; Econ course would be a change (reqt would go away for ALL degrees).

Thus, 5 cr Biol, 2 more cr of science work so that we have same # of science reqts as L&S for science degree (they require 12; we would have 5 + 2 + 5-phys sci).

- 2) Existing natural resources degree—many LA students use it. Affects LA 101-2 funds if it goes away. Sara: Proposed college reqts don't change too much. As for degree reqts, LA could have BS in LA with different paths which might include a natural resource path. BS on transcript with a major in LA, or change name of program to show LA in Natl Res. Or show a concentration. LA wants transcriptible. Sara: transcriptable options require approval process. Suggest depts. try it ad hoc for a few years then propose it to be transcriptible as a "formal option"; this will show student #s. Bohnoff: downside of specializations is that it needs to be coded for DARS whether transcriptible or not. Sara didn't think this would be a problem.

Discussion turned to specific reqts

The 1 cr CALS reqt.

Inter Ag 155-currently about half CALS students take it. Had 130 students in fall 2009. Could double w/out big problem. Guest lectures-bioenergy, water, health, etc. Following week, students meet in small group w faculty or staff member to discuss topic with some readings. Other 5 meetings include advising workshop (DARS, 4 yr plan-Sara noted this is most popular session), general welcome session to college with how it fxns/study skills, and a wrap-up session. Array of college diversity and how students can engage. Coordinated by John Klatt w support from Sara and Bob with 15-20 assistants per year. If students don't take it they are required to attend a pre-development workshop w Student Affairs office (DARS, 4yr plans, how to work w advisor).

Inter Ag 165-similar, but international focus and discussion of how to study overseas. Can hold up to 50.

Discussion that such a course shouldn't be required-seemed to be most preferred. Discussed possibility of requiring any intro course from a department as 2nd most preferred. A reqt should

achieve specific goals, some question if InterAg 155 has focused and aligned goals. One member wanted to see the data of its effectiveness and how the data were acquired to show cause and effect. Need to be better prepared to defend it. Bohnoff-could get support from other groups on campus such as intro to Engineering. Howell-a freshman forum requirement was dropped years ago. Bohnoff-liked idea of course giving overview of the majors and job possibilities— Paustian agreed. Sara noted that some of the assignments require students to explore a major, or attend the majors fair and write it up, or have a discussion with a faculty member, or go to CALS or other campus career fair, required to go to a campus resource center e.g., Mogridge, McBurney; have to attend a public lecture. Told in SOAR that these are the things every student should be doing, this way they get credit for it.

Suggested that a syllabus w objectives be attached to the proposal for the Intro to CALS course. Suggest a broader title, e.g, Freshman seminar, Habits of Mind, etc. Might get more traction as a requirement. We could develop a set of objectives that an Intro course should satisfy.

Discussed that an overview of the college majors will help students select electives even if they know what major they want.

Discussed developing set of objectives then determine what courses would fit.

Two objectives for intro courses: administrative vs intro to college. Sara: the administrative portion would be difficult to get through as a class on its own. Several people felt the administrative portion inappropriate for a course, but an overview of the academic content of college would be helpful; not required. Some felt imp't to have a requirement, but could be within a dept.to help students set up a thought process, etc.

3 themes discussed today: administrative, thought process/how to be a good student, intro to CALS diversity. Feeling seemed to be to

Need to ID objectives of an intro course: breadth of univ/college?

Focus on students' benefit, not for the college

Sara and I can develop some objectives and vet via email then discuss at next Jan committee mtg

Adjourn: Tim, 2nd by Dave

Adjourn 1:30 pm