Course & Curriculum Minutes, 2/3/11

In attendance:
Marty Shankland (BIO)
Norma Fowler (INT BIO)
Ruth Buskirk (UTeach/Mol Genetics & Micro BIO)
Peter Thomas by live feed (MNS)
Dean Appling (BIOCH)
Alan Cline (CS)
Nancy Hazen-Swann (HE)
Kathy Davis (M)
P.J. Morrison (PHY)
Sacha Kopp (chair)

Cathy Stacy; Judith Quinney

Absent: Gregory Shields (AST); John Stanton (CH); Nigel Atkinson (Neuro BIO)

I. BIO 160L memo proposal

For the BS in Biology, Microbiology Option, 2006-08: The School of Biological Sciences intends for students to take a total of 4 labs, 3 in upper-division biology. Unlike the other options, the Microbiology option wrote the requirement in the catalog as "5 semester hours of upper-division laboratory coursework, chosen from BIO 129L, 130L, 160L, 361L, and 368L."

When BIO 130L changed to BIO 230L, students could now complete the lab requirement with only 2 upper-division lab courses rather than 3 (BIO 361L/368L + BIO 230L). In addition, several courses on the approved lab list are no longer offered. The memo seeks to restore the departmental intent of requiring 3 upper-division lab experiences in Biology.

Approved. Kim Williams will discuss degree audit implementation with the School of Biological Sciences.

II. Addition of MNS courses to the Science and Technology Part I core curriculum

Marine Science proposed a sequence of MNS courses under the Science & Technology Part I core curriculum. Currently, GEO 307, Introduction to Oceanography, a course that is already on the Science & Technology Part I core curriculum list. MNS 307 is in a "same as" relationship with GEO 307. MNS proposes adding a new course, MNS 308, Humans and a Changing Ocean, to complete a Part I sequence. Marine Science offers integrative educational opportunities to non-majors, exposing them to current science topics such as global change, and to aspects of biology, chemistry, geological sciences, and physical geology.

Committee member comment: Addition to the Part I sequence options constitutes a commitment to offer MNS 307 and 308 regularly. MNS representative acknowledged the commitment.

Approved. Cathy Stacy will convey the MNS core curriculum paperwork to UGS.
III. 2012-14 catalog deadline and new degree option proposals

A. BS Public Health/MS Public Health

Hank Bose was identified as the point person for developing the proposed BS PH/MS PH dual program.

B. Environmental Science, Honors Option

Camille is leaving the university, and no one was clear on who will be the new point person for the EVS Honors Option proposal. Suggested that Jay Banner may be the new point person.

Cathy will contact David Hillis about the new BIO honors options (Public Health and Environmental Science).

C. Computer Science curriculum changes and UTeach Option

Alan Cline expressed concern that he is not sitting on departmental course and curriculum committee and may not be able to adequately present computer science curriculum proposals. The CS memos addressing current common substitutions will be ready for next meeting.

Cathy suggested that Sacha speak with Bruce Porter about departmental and college-level curriculum representation.

Kim will contact Alan Cline for CS memos to present at next meeting.

D. Additional Option Proposals

Cathy stressed the need to have all degree option proposals in as soon as possible this spring due to the upcoming catalog deadline, 11/1/11.

Physics: Biological Physics Option
Math and Computer Science: Kathy working with Bruce on joint options?
Human Ecology: International Nutrition updates passed at school-level, ready to send to C&C. Also proposing a Dean’s Scholars option for Textiles and Apparel

Kim will contact Nancy Hazen-Swann for International Nutrition proposals to prepare and schedule for a future meeting.

IV. Formula Funding discussion

Sacha introduced two spreadsheets to the committee: Formula Funding Matrix (by funding area) and Percentage of Lower-division/Upper-division student enrollment in lower-division NS courses.

The issue is that a significant number of lower-division courses have a high enrollment percentage of upper-division students. This results in lost revenue for the college. Point of clarification: the college of origin for individuals is not a factor. Sacha confirmed that the college defines lower/upper-division.
The committee discussed obstacles to bringing out-of-balance courses back into balance:

- advisors often recommend putting off PHY 302K until junior year
- lower-division CH labs have a capacity issue

The committee discussed possibilities for creating a college-wide standard for determining whether a course should be lower or upper-division, including:

- change the impacted lower-division courses to upper-division (but this lacks academic motivation)
- change courses with prerequisites to upper-division
- change the 2nd course in a sequence to upper-division
- require a specific course to function as the gateway to upper-division (as with calculus in math prerequisites)

**The chair charged the committee with examining impacted formula funding courses in their areas and speaking with others in departments about how to address these imbalances.**

V. Adjournment

The next meeting will be held on February 17, 2011.