

4/5/11

## Curriculum Committee Meeting Minutes

By Maria Stubbings

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

Call to Order

March 1 minutes approved

### Capstone Review

- LA and Genetics will be reviewed in May

### Biology Capstone-Stier

- Biocore 324: Organismal Biology Lab-intermediate level course
- Plant and animal physiology; experiments
- Critical thinking; work mostly individually, sometimes small groups
- Develop presentation, paper and/or poster
- Review each other's papers
- Capstone categories:
  - Problem solving: yes; peer-reviewed papers, collaboration
  - Multidisciplinary: possibly; primarily biological-based
  - Teamwork: mostly
  - Information resources: probably achieves; use during work on paper
  - Societal, economic, ethical, and professional issues: does not seem to achieve; could achieve (through experiments performed on themselves, other organisms)
- Overall comments:
  - Intermediate class could be a problem; not congruent with capstone
    - Significant number of students will not be taking it for capstone
  - Does not seem to address other issues (societal, etc.)
  - Should send suggestions to biocore department
  - However, intent of Biocore is to be a core biology sequence to prepare for advanced study
- Overall structure of biology capstone
  - Students can satisfy by:
    - Taking a course from the list of courses provided
    - Independent research (299, 399, 699, 681, 682, 691, 692, etc.) (2 credits; can split up 1 credit in each semester)
      - However, 699s are not reliably enforced; many times not restricted to seniors
  - Out of 106 bio students graduating in 2010, close to 2/3 used an independent research course, and ~1/3 used another course
  - Quality control of capstone:
    - Students supposed to meet with advisor before advisor



- Teamwork: does not achieve; students work independently except for a single brainstorming session
- Information resources: achieved; stats packages; research paper requires references
- Societal, economic, ethical, scientific, and professional issues: does not seem to achieve; paper does not require addressing these issues
- Overall comments: most of the characteristics are not achieved
  - No teamwork
  - Issues are not addressed
- The course could be changed; however, most of the students in the course are zoology majors, not biology capstones
- Botany 670: adaptive restoration; advanced/grad level course
- Analysis and interpretation of data; team report; projects address true needs for that year
- Capstone criteria:
  - Problem solving skills: achieves; identify problem, work to solve it, lit reviews
  - Multidisciplinary: achieves; problems are biological based, but very broadly
  - Teamwork: achieves; students must develop and present work as a team; communication of results is done first to the instructor, and then presented to the consumer group
  - Information resources: achieves; course requires statistical software to analyze data; lit review
  - Societal, economic, ethical, scientific, and professional: uncertain if met
  - Communication: yes
- Overall comments: although the course was not specifically developed as a capstone, the professor seems to teach it as a capstone

May 10 meeting: prepare discussion/writeup for capstone overview and direction; could possibly start this in the April 24 meeting

#### Curriculum Sheet Format

- Bohnhoff: Should have both a curriculum sheet and an advising sheet
- Pfatteicher: however, the curriculum sheet should be helpful in advising, and if that tool is not useful for advising, we should try to fix the curriculum sheet instead
- Bohnhoff: BSE uses document as a planning document, and they also transfer in a lot of people
  - Pfatteicher: tracking, GPA calculating, etc. should be do-able in DARS; we could possibly do some formatting on the curriculum sheet to facilitate planning (or use the four year plan—we want that to look more like a worksheet than a roadmap)
- Bohnhoff: need to know how many credits each course is, what prerequisites are, what the titles are, etc.

- Pfatteicher: we are working on an online version of the curriculum sheet modeled after Soil Science, where all of that information will be available
- There is discussion about creating a new version of a What-If DARS that is more customizable; not only looking at a new major, but also being able to plug in certain courses, grades, etc.
- Course Guide coming out with a function for students to create a wish list of courses, and the advisor will be able to see what's in the student's wish list
- Bohnhoff: we should talk about what we want to see in advising information
- Pfatteicher: putting all the course information in (title, number of credits, etc.) for each course would not be feasible; curriculum sheets would be too long
- - Pelegri: we should include a link to the course guide (or let students know how to get there), so students know what geBLC code is/means
  - Bohnhoff: is there a way to share individualized curriculum sheets with more than just advisor + advisee? (e.g. when one advisor has to take over for a semester because the other advisor is on sabbatical)
  - Sandberg: Is it possible to link a word document to the advisor notes system?
    - Pfatteicher: technically feasible, but we have not done it now

Paustian: motion to adjourn

Pelegri: second

Meeting adjourned