

Committee on Curriculum
April 1, 2015
12:45 p.m., 254 Baker
Meeting Minutes

Voting Members present: Bujanovic, Cohen, Daley, Dibble, Kyanka , Vanucchi, Verostek, Wagner, Whitmore

Guests and others Present: Amidon, Bridgen, Briggs, Doelle, Minard (for Rutkowski), Liu Margolis, Newman, Scott, Sanford

Unable to attend: Donaghy, Delaney, Shannon, Spuches, Wheeler

1. **Call to Order.** The meeting was called to order at 1:48 pm
2. **Approval of Minutes from March 4.** The minutes of the March 4 meeting were approved by popular acclamation
3. **Announcements**
 - a. Proposals posted for CoC and faculty review: See attachment to these minutes
 - b. Proposals submitted for CoC completeness review: See attachment to these minutes
 - c. Administrative approvals by the Dean. None
4. **Updates from the Dean.** Shannon being absent, there were no updates from the Dean
5. **Old Business:**
 - a. xxxx96 generic course descriptions. Daley reported no progress
 - b. Study Abroad course. Daley reported no progress.
 - c. Minor Enrollment Form. Shannon is in the process of completing this. There was some discussion as to whether the form lists the minor coordinators. The website has current contact information for the minor advisors.
 - d. Update on new policy concerning transfer credits and minors. Wagner explained that the previous statement concerning transfer students and minors had been sent to Faculty Governance from where it had been returned to the Committee for further discussion. Shannon had supplied Wagner with the existing policy on minors, which Wagner updated by incorporating the recent wording from the Committee. There is now explicit language requiring the students to take 6 credits for their minor while enrolled at ESF. Any exceptions will be handled, as usual, through the petition process. Wagner had removed the explicit reference to SU from the statement. The Committee recommended some minor wordsmithing, and Dibble agreed to furnish this. The policy statement was approved by the Committee pending minor wordsmithing. It will be forwarded to the next meeting of Faculty Governance.
 - e. Guidance document for differentiation between course levels. Discussion on this matter was postponed due to the large number of proposals for action.

- f. Discussion of EFB/GSA shared resource surveys. Discussion on this matter was postponed due to the large number of proposals for action.

6. New Business:

- a. Proposals for action:
 - EHS 250 Foundations of Environmental Health (new)
 - EHS 420 Prof. Internship in Env. Health (new)
 - EHS 480 Hazardous Materials Management (new)
 - EHS 680 Hazardous Materials Management (new)
 - EHS 320 Disease Prevention (new)
 - EHS 520 Disease Prevention (new)
 - EHS 350 Environmental Health Management (new)
 - EHS 550 Environmental Health Management (new)
 - EHS 440 Occupational Health and Safety (new)
 - EHS 640 Occupational Health and Safety (new)

The preceding proposals were discussed as a group. Daley was confused as to why there are two courses with different prerequisites. Briggs explained that EHS 480 and EHS 680 are similar to courses offered in the Engineering Resources program but they have more of a management focus. Daley had reviewed the courses and was of the opinion that the prerequisites were overly restrictive for management courses. In addition, the textbook does not address the concepts required. There is an overlap between Daley's ERE course and EHS 480/680. Briggs' concern is that the EHS courses are designed to meet accreditation requirements. EHS students would find it difficult to take the engineering courses because of the prerequisites. Daley noted that the EHS course titles are incorrect. The courses as described are municipal solid waste management courses, not hazardous materials courses. The text book also is concerned with waste management, not hazardous materials. Hazardous materials are seen as a "pre-waste" stage. Daley suggested that Briggs either change the concepts to match the title, or to change the title. He also questioned the need for Organic Chemistry as a prerequisite. Whitmore asked if it were necessary to have the specific weekly schedule detailed in the course description. Briggs responded that this may be changed once the instructor is hired. One suggestion was to remove the week numbers and have the section as merely a detailed list of concepts. Daley asked if we could table these two course proposals (EHS 480, EHS 680) until some changes had been made. There were no other comments on these or the remaining EHS courses. All were approved except for EHS 480 and EHS 680.

With regard to the Environmental Health curriculum proposal there was some discussion leading to the conclusion that this had already been approved at SUNY level, and the Committee has now approved the courses. Briggs stated that everything had been approved except for the specific course information. Sanford asked whether the Department of Education had approved the curriculum. It is Briggs' understanding that this is the case. Briggs was asked to confirm this through contact with the Provost and Associate Provost. Daley noted that the current proposals did not constitute a curriculum change. The department was merely plugging the correct courses in to the placeholders set up when the curriculum was originally approved. The curriculum therefore does not need to again be processed through the Committee and Faculty.

- Environmental Science BS Curriculum revision

The Environmental Science BS Curriculum revision to comply with seamless transfer requirements was approved with no additional discussion.

- ERE BS curriculum revision

This curriculum revision involved two new faculty lines and confirmation had not yet been received from the Provost concerning resource availability for this. Daley noted that the courses in question would not be implemented for another few years. Sanford asked if the Committee could approve the revision pending a response from the Provost, as a waiver of the SUNY total credit hours is required and the proposal therefore needs to be approved as quickly as possible. The ERE BS curriculum proposal was approved for forwarding to faculty governance pending the Provost's approval of resource use.

- FOR 491 Sustainable Energy Management Capstone (new)
- FOR 416 Sustainable Energy Policy (new)
- FOR 480 Urban Forestry (revision)
- FOR 680 Urban Forestry (revision)

The preceding four course proposals were presented for discussion as a group. There being no internal or external comments, and no discussion, the proposals were approved by acclamation.

- FNRM Forest Technology curriculum revision
- FNRM Land Surveying Technology curriculum revision
- FNRM Env. & Nat Res. Conservation curriculum revision

The preceding three curriculum proposals were presented for discussion as a group. Bridgen explained that the revisions to these proposals were minor, and were designed to comply with seamless transfer requirements. Since these are Ranger School programs, revisions to them have no effect on other ESF programs. The revisions also do not affect the school's accreditation status. The Committee approved these three curriculum revisions by acclamation.

- FTC 204 Intro to Nat Resources Measurements (revision)
- FTC 211 Silviculture (revision)
- FTC 251 Adv Surv. Measurements & Computations (revision)

The preceding three Ranger School course revisions were presented for discussion as a group. There being no internal or external comments, and no discussion, the proposals were approved unanimously.

- FOR 485 Business and Managerial Law (revision)
- FOR 475 Recreation Behavior and Management (revision)
- FOR 298 Research Internship in FNRM (new)

Cohen noted that FOR 298 is modeled after an EFB course, but is titled differently. There being no internal or external comments, and no further discussion, the proposals were approved unanimously.

- LA BLA curriculum revision (seamless transfer)

Vanucchi was asked whether LA had already applied for a waiver. Daley stated that with this revision, along with other goals, LA is realigning the transfer path. He was somewhat concerned that 6 credit hours of special topics courses are required as part of the curriculum. Vanucchi responded that these were actually electives, and that, since seamless transfer requirements do

not allow free electives, these were directed electives. However, as special topics (i.e. experimental) courses, they are not reviewed by the Committee, and are allowed to be offered three times before they are either sunsetted or submitted for Committee approval. Sanford asked if the “electives” are always LA electives. Vanucchi stated that they could actually come from any department. Daley stated that the courses in a curriculum must support the learning outcomes of the curriculum. If a special topics course has to change every three years, do the learning outcomes change also? Scott noted that PBE has “professional seminars” that change content every year, cycling through a set scheme of subjects. These are not *96 classes. Daley asked if a student could be required to take a special topics course. He also noted that a special topics course does not have to be sunsetted if 30% of the content is changed after three years – it is seen as a “new” special topics course. The method that LA is using to offer “electives” within the seamless transfer framework is awkward. An alternative approach would be to offer a multi-section variable-credit course covering, for example, “Contemporary Issues in Landscape Architecture.” This could be used to present various issues covered by the special topics courses in the proposed curriculum revision. This class would be offered as a non-*96 class, i.e. it would be offered under a non-experimental number. Daley asked for a friendly amendment to change the 496 courses listed in the curriculum revision to a 4** Contemporary Issues class. Scott pointed out that this curriculum revision required a SUNY waiver of maximum number of credits. In order to do this, the revision has to already have been approved by the campus. The Committee approved this LA curriculum revision conditional upon acceptance of the new course at the next meeting of the Committee.

- PBE Paper Science curriculum revision
- PBE Bioprocess Engineering curriculum revision
- PBE Paper Engineering curriculum revision
- PSE 350 Fiber Processing (revision)
- PSE 550 Fiber Processing (revision)
- BPE/PSE 304 Prof Exp/Synthesis (revision)
- PSE 201 The Art and Early History of Papermaking (revision)
- BPE/PSE 133 Intro to Process Eng II (new)
- BPE/PSE 132 Intro to Process Eng I (revision)
- PBE 456 Management in Industry (revision)
- PBE 656 Management in Industry (revision)
- BPE 430 Process Operations Lab (new)

The above three curriculum proposals and nine course proposals were presented to the Committee as a group. Scott explained that the revisions to these curricula are driving the course proposals. Liu acknowledged that the Bioprocess Engineering curriculum revision referenced the incorrect EWP class. Daley expressed concern that there would be a change in the semester students would be required to take FOR 207 and asked if the instructor had been informed. Scott explained that the course is offered both in Fall and Spring and that PBE students are split evenly between the two semesters, so there will be little change. Daley asked that Scott inform the instructor of the change.

Whitmore pointed out that in some courses the learning outcomes were not phrased in a way normally submitted to the Committee. Cohen found the instructional methods and staffing requirements in BPE 430 confusing. This is a technical lab course taught by existing staff, including a lab manager. Whitmore asked if, with regard to the Bioprocess Engineering curriculum, the up to 60 new students will require a writing course, and if so, what resources were being utilized to secure new staff to teach them. Scott explained that this large number of

new students refers to a pending agreement with Beijing, and that students will be taking the equivalent of EWP 444 while still in Beijing. Any additional resources required for this curriculum will come from tuition revenue from the Beijing students. Scott noted that there is no PBE course prefix, and that courses so designated should be numbered appropriately. There being no further discussion, the proposals were approved unanimously.

- CME 495 Undergraduate Teaching Assistance (new)

Kyanka noted that the title of this course had been modified during its approval by the department. Cohen pointed out that learning outcomes would be difficult for an undergraduate TA to assess, and Kyanka stated that it is assumed that this class will be taken in conjunction with the more heavy technical courses, and so the TA would be more of a lab assistant. Learning objectives would not be difficult to assess. The course may not be opted for often, but will be there if a student expresses interest. There being no further discussion, the proposal was approved by acclamation.

- SCME Construction Management Curriculum revision (seamless transfer/accreditation)

Comments had been made during the review period, and these had been addressed by the proposer. This curriculum revision has not yet been approved by the Provost with regard to resource usage. The proposal was approved by acclamation conditional up on Provost approval.

b. CoC schedule for the remainder of the semester

Daley will send out notice about an additional meeting of the Committee. It will probably be after classes end, and during exam time.

c. Other.

Daley stated that his tenure as Chair would be ending at the end of the Academic Year. He suggested that the best pool for new chair would contain those Committee members currently serving who would be returning for at least another year.

The meeting was adjourned at 2:05

Action items:

Dibble to provide minor wordsmithing to the Policy on Minors

Daley to continue to work on xxx96 generic course descriptions.

Shannon to continue to work on creating a generic Study Abroad course.

Daley to send out notice of additional Committee meeting.