



State University of New York
College of Environmental Science and Forestry

Committee on Curriculum

Minutes January 17, 2019 Meeting

324 Bray Hall, 11:00 am

Voting members present: Bevilacqua, Hoffman, Meyers, Owens, Schulz, Tao, Teece

Guests and others present: Collins, Duffy, Minard, Rowe, Shannon, Tochelli

- 1) Call to Order (Teece) 11 AM
- 2) Approval of Minutes from November 1, 2018 (all)
- 3) Announcements (Teece)
 - i. Proposals posted for CoC and faculty review
 - SRE 298 (new)- Research Apprenticeship in Sustainable Energy Management
 - SRE 495 (new)- Undergraduate Teaching Assistance
 - ii. Proposals submitted for CoC completeness review
 - iii. Administrative Approvals (with approval date)
 - FTC 105 (minor revision)- Tree and Forest Biology (pending approval)- SUNY has approved this course as a Natural Science general education course. We are awaiting final approval from Dean Shannon, now that we have heard from SUNY.
 - FOR 485 (minor revision)- Business and Managerial Law (pending approval)
- 4) Updates from the Dean (Shannon)
- 5) Old Business
- 6) New Business
 - i. Proposals for Action (Teece)

Curriculum Change Biotech 1 (minor)

Currently students in this program are required to take 3 credits of research and 3 credits of internship. The goal was to have the research done on campus and the internship should be a professional internship off-campus. Students are finding it difficult to complete both. This change would allow them the flexibility to do 5 credits of just research or just internship or a combination of both. This would not impact current students, as they can ask for a waiver now. The change to adding foreign language to the gen ed list is just to align with other majors. Since SUNY mandates undergrads cannot be required to take grad-level courses, students will now take the UG versions of Biochem I/II. Change 530/531 430/431 fix to match titles. Correct, in learning objectives, object. **Approved 7-0-0**

Curriculum Change Biotech 2 (minor) Amend point two for clarification on credit-hours, add sentence on reduction of credits on internship/research from previous proposal to account for the overall change in credit hours. Under item 4 correct freshman to first-year. **Approved 7-0-0**
Course Proposal MCR 590 (new)-

Checked as beginning graduate students, does that mean undergrads can't take it? It is designed for students who haven't used the newer machines, so possibly a grad student who has not been in school for a while. It is meant to be a catch up course for students who were maybe in SEM but did not use this particular machine. Since it is truly an introduction, it should remain a 500. Learning objective states people who have completed the course are able to demonstrate prior experience. Remove prior in that line for clarity. Low vacuum should not be capitalized.

Approved 7-0-0

ii. Other

Is this committee interested in creating a policy about who "owns" student work (research, project, etc.). Is there a right for a student to be able to get back a document they have submitted? Does a student have a right to use their work after the academic value has been assessed? Would the institution retain any rights to it (for advertising, for example)? If the physical copy is returned to the student, can they do what they want with it and the institution also use it?

We don't feel this would be the space for this policy to be developed, but support administration developing something for the full body of AG to review.

7) Continuing Business
500-level courses-

Originally we had hoped to have 500-level be a single syllabus course, where expectations for undergrads and grads would be the same. Based on the response from SUNY that is not possible (see SUNY wording below). You can have the 500-level course for both, but the syllabus must clearly state the different expectations for UG vs. Grad. We would do this to limit the shared resource courses with the fully split syllabus. With this they would be essentially the same as what we have, just with a single number.

The problem becomes students who have already taken a course at the 500-level as an undergrad would have to retake the same class or not get graduate credit for a 500-level course if transferring (from UG to Grad). In most cases they would not be able to retake a course, so do they have to know going into the class that they are going to do the extra work to earn the "graduate" credit? This also doesn't solve the problem of relieving the teaching burden because the grads are still having to do additional work, therefore so are the faculty.

Part of this solution is that it is at least agreeing that these split resource courses can't be taught in the same space and have one be called "advanced graduate" when there is virtually no difference in the content. Having a 500-level beginning graduate course makes more sense in the space with an upper division undergrad. This could impact grad students who are required to take a certain number of credits at the 600+ level. They will have fewer options going forward (although we would not be forcing current 400/600 splits to change). Unless an instructor could demonstrate that a course was truly being taught at the 600-level, any changes to those classes would then require a switch to a 500-level.

Bring back to faculty the revised wording from SUNY proposal. Identify what issues this may create, or solve. This may be a good time to look at which courses are listed as advanced graduate and are they truly being taught that way.

Meeting adjourned 12:05

We propose to define 500 level courses as Undergraduate Level AND Graduate Level courses

The course syllabus must provide a description of additional activities and grading policies for graduate students.

“As long as the syllabi make it very explicit how this course differs for the two groups (undergraduate and graduate), then that should stand up to MSCHE (Middle States) scrutiny”

Such a designation (at ESF) would mean that we could require undergraduates to take these classes

Graduates could take these classes and they would count towards their graduation credits and GPA

Reduce the number of shared resource class listed as 400/600 classes where there is little to no difference in the materials delivered. The majority of these shared resource classes are taught at the lower 400 level with 600 level students being required to do some extra work. With courses taught in such a manner, these courses are realistically beginning graduate level classes (i.e. 500 level) and not advanced (600) level classes.

Currently, 500 level classes are graduate only with undergraduates allowed with permission of the instructor (Note: Some older 500 level classes were grandfathered in and can be required for some undergraduate majors)

