

Development of an Undergraduate Major Committee (DUMC)

October 12, 2018, 2:30 – 4:00 pm, C123 Plant Sciences

NOTES

1. Preliminary Program Proposal Approved!

- Suggestions and requests from CoD (attachment)

-Find out how many students similar degrees have in other parts of the country

-Peer Institutions List

2. Name of major

- ~~Agricultural Biology~~
- ~~Agricultural Systems Biology~~
- Plant Ecosystem Health
- Plant Health

Don't include agriculture in the name because (1) it will deter students who do not already have a positive association with agriculture, (2) our department's work is broader than agriculture. Include "ecosystem" because it broadens the scope of the name and is a word that will be attractive to potential students.

3. Existing courses need not be in CIM unless we are making minor or major changes

Janet will work on developing suggested course numbers for new courses

4. Discussion of curriculum

- Todd & Franck (blue team) - Sophomore seminar - Research skills, methods and placement; Service Learning; Internships; Practicums
 - No progress due to travel and too much teaching
 - Cini – send intro email to Leanna and Todd/Franck
 - Courtney suggestion – sophomore seminar, field trips related to our disciplines, get resumes of others, how to write a resume,
- Tamla & Frank (green team)- Freshman seminar fall semester
 - Talk with Courtney about AGRI 181 and get her advice about how to structure BSPM 192, which will meet on alternate weeks during fall semester.
 - Listened to Marshall, AGRI 181 still experimental and will be next year. Needs buy in from all departments to make this a requirement for all incoming freshmen
 - Field trip on week, broad overview of all of agriculture (feed lot, turf, greenhouse, etc.)
 - Next week 1 hr debrief another hour of department specific programing,
 - Camus resources to be a success
- Jane & Paul (pink team)- Learning Communities; Freshman information management seminar (spring semester)
 - Talk with Vamsi and/or Monique Rocca about ESS's experience with the need for this course.
 - Paul has been out of town
 - Learning Community – Learning communities involves the same group of student taking a series of courses together and building connections with each other, the course content, and the faculty. Sometimes they are like Key Communities at CSU where they live in the same on-campus residence. They are associated with higher

student performance, retention, attendance, and overall satisfaction. They are a health learning environment where students know each other. They can lead to increased self-esteem, validation, and more opportunities to write and speak. However, students in learning communities do not always perform better than those in standard programs. It is best if learning communities are student driven. Likely to happen naturally if students are taking the same classes as a cohort. Add activities such as bowling, movie nights, fund raisers, volunteer activities, a club. Incorporate all undergrads in our major to break down disciplinary barriers. The CSU Forestry major is a great example of great cohesion among undergraduates in the major.

- Clear set of values and expectations are shared within the learning community
 - Cini & Vamsi (yellow team)
 - Capstone course
 - Have collected syllabi and found a book on capstone courses
5. Preparation for Faculty Meeting on W, 10/17
- Email to faculty on 10/15
 - Preliminary Program Proposal approval news with PPP document & PowerPoint
 - Most up-to-date curriculum (attachment)
 - Results of name survey sent to various departments at CSU
 - Results of focus group major name tally
 - Name of the major we select today (Include only Plant Health & Plant Ecosystem Health, 5 min discussion, no vote)

After we develop draft courses, work with syllabi and faculty to review program SLOs to be sure all program SLOs are addressed and met by the courses in the curriculum.

The next DUMC meeting will be October 19, 2018, 2:30 pm – 4:00 pm location to be determined

- We **will not meet** on **October 26** (due to closure of campus for Border War football game)

Future Steps

Gathering information on high impact practices (What are they? How are they done best? What is the evidence of their positive impact?)

- Freshman seminars
- Learning communities
- Service learning
- Undergraduate research
- Capstone courses

How will instructors be identified?

Comprehensive Program Proposal Sections

To do Later

Issues (already listed in Parking Lot): Equitable teaching loads; Tenure expectations (possible to reach tenure either through excellence in teaching & competence in teaching, or excellence in teaching and

competence in teaching?); pay and promotion discrepancies. Amy will bring this up with faculty and exec committee. Salary equity, retention, raises are all issues.