

Develop an Undergraduate Major Committee (DUMC)

Fall 2018 Faculty Retreat

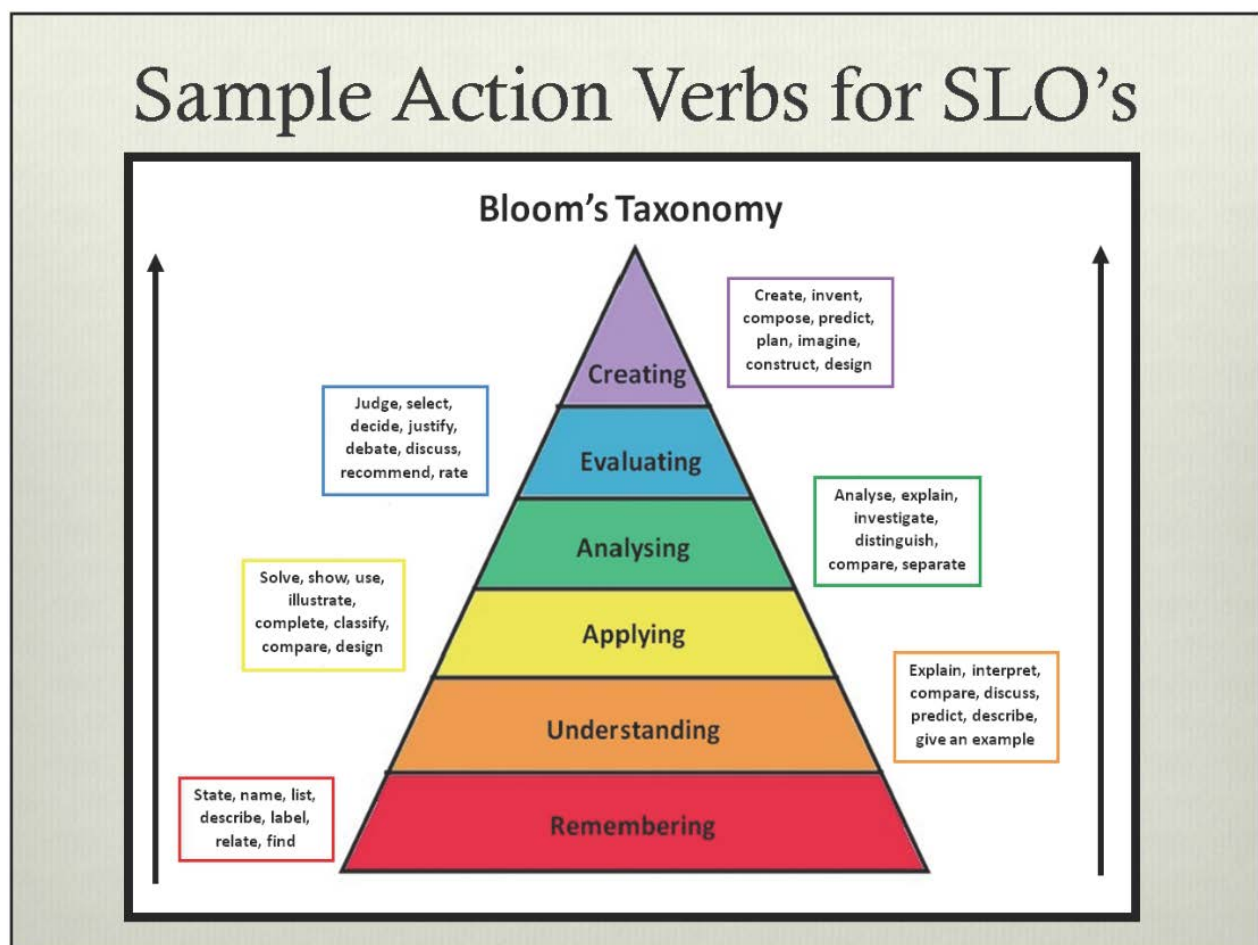
15 August 2018

Timeline for major to be effective in **Fall 2020**

Activity	Start	Complete	Deadlines
Plan curriculum for major	7/1/2018	10/1/2018	<ul style="list-style-type: none"> • Draft curriculum (8/1) • SLO fit with curriculum (8/30) • Gaps to fill identified (9/14) • Identify how to fill gaps (9/28)
Marketing planning	8/20/2018	5/3/2019	Consult CSU School of Business
Develop new courses	9/28/2018	11/26/2018	Must be approved before submission of new program proposal
Make needed minor and major changes to existing courses	9/28/2018	11/26/2018	Must be approved before submission of new program proposal
Assess progress and revise plan of action	11/26/2018	12/14/2018	
Seek approval from affected departments for new program, new courses, and major and minor changes to existing courses	1/22/2019	3/1/2019	Allow several weeks for proposals to be reviewed by affected departments and the college prior to UCC deadlines
Submit proposals for new courses, and major and minor changes to existing courses to UCC	1/22/2019	5/3/2019	Before last UCC meeting on 5/10/2018
Develop application documentation for major	1/22/2019	5/3/2019	
<ul style="list-style-type: none"> • Student needs & interests assessment 			
<ul style="list-style-type: none"> • Employer needs assessment 			
<ul style="list-style-type: none"> • Peer institution programs 			
<ul style="list-style-type: none"> • Demographic & economic trends 			
<ul style="list-style-type: none"> • Links with industry for internships 			
<ul style="list-style-type: none"> • Student advising plan 			
<ul style="list-style-type: none"> • Budget plan 			
Submit major proposal to UCC			9/13/2019

Student Learning Outcomes (SLOs)

- Indicate level and type of competence required
- Distinctive and specific to program concepts
- Simple and clear to student
- Describe intended outcomes, not actual outcomes
- Focus on learning results, not process



Discussion #1

Mission of the Major

To understand the biology and ecology of pests and beneficial species

Desired Features of the Major

Students want flexibility and to keep their options open

- Minimum credits to allow students to pursue additional interests and not close doors by choosing this major
- Self-designed concentration to allow flexibility

Underlying Assumptions about the Major

- The major will train students broadly, not in specific areas such as entomology, plant pathology, or weed science.
- This broad training will provide the foundation for graduate or workplace training.
- Methods taught and information conveyed will be up-to-date and cutting edge

*Diverse groups and audiences include, but are not limited to, persons of different ages, educational, cultural, and experiential backgrounds, races, ethnicities, and sexual orientations.

** Sustainable means considering social, economic and biophysical aspects

Discussion #2

Undergraduate Major Student Learning Outcomes

Technical Competencies

Detailed SLOs

Students will:

- Be able to identify key pests and beneficial species in agricultural, horticultural, and natural systems through laboratory and field methods
- Explain the biology and ecology of pests and beneficial species
- Explain the benefits and risks of management practices in agricultural, horticultural, and natural systems
- Implement cost effective, socially acceptable, and environmentally sound pest management solutions

Single SLO

Integrate skills and knowledge to solve problems related to pests and beneficial organisms in agricultural, horticultural, and natural system

Agricultural Literacy (AL)

Detailed SLOs

- Explain and assess pest management policy, including regulatory frameworks
- Demonstrate knowledge of the important participants in agriculture and natural resource management
- Describe the similarities and differences among management of biological problems in agricultural, horticultural, and rangeland settings
- Develop coherent, objective, balanced arguments regarding contemporary problems in agricultural, horticultural, and natural systems

Single SLO

Formulate coherent, objective, balanced arguments regarding management of biological problems in agricultural, horticultural, and natural systems

Critical Thinking (CT)

Detailed SLOs

- Demonstrate ability to acquire knowledge about agricultural, horticultural, and natural systems and identify gaps and critical problems
- Integrate knowledge from across the curriculum
- Analyze qualitative and quantitative information and derive conclusions
- Synthesize knowledge to create novel ideas and solutions to complex problems

Single SLO

Describe, assess, analyze, and synthesize knowledge from across the curriculum to create solutions for pests and beneficial species in agricultural, horticultural, and natural systems.

Leadership (L)

Detailed SLOs

- Function effectively within diverse teams to solve complex problems and achieve desired management outcomes in agricultural, horticultural, and natural systems
- Work to create and facilitate inclusive and diverse teams
- Promote and practice inclusion everywhere

Single SLO

Promote and practice inclusion to form effective teams that solve complex problems in agricultural, horticultural, and natural systems

Communication (C)

Detailed SLOs

- Effectively communicate with broad and diverse* audiences including peers, stakeholders, and the public.
- Demonstrate the ability to effectively engage stakeholders to identify management needs
- Provide information related to sustainable** management in agricultural, horticultural and natural systems
- Excel in written and verbal communication of scientific results and analyses to diverse audiences*

Single SLO

Communicate effectively with broad and diverse audiences regarding sustainable management in agricultural, horticultural and natural systems