Present:
Alison Schmitke, Ocean Howell, Bree Nicolello, Kassia Dellabough, Susan Lesyk, Lee Rumbarger, John Gage, Lisa Freinkel, Kimberly Johnson, Harinder Khalsa, Sue Eveland, Frances White, Karen Sprague, Bill Harbaugh, David Levin, Susan Anderson, Lawrence Sugiyama, Ron Bramhall, Shauna Riedel-Bash, David Mazzocco, Dustin Valdez,

Absent:
Michele Henney, Loren Kajikawa, David Adams, Erika Goto, Dave Hubin, Kelli Matthews, Katy Lenn

AGENDA

1. Program Proposal: Geography (revision of major and minor requirements)
   Dr. Amy Lobben, Department Head, Department of Geography
   Dr. Katie Meehan, Undergraduate Studies Director, Department of Geography

2. For Further Discussion: Credit vs. Non-Credit Bearing Courses

Geography Proposal – Revision of Major and Minor Requirements

Presentation by Amy Lobben and Katie Meehan
The two goals of this change to the Major and Minor Requirements are to modernize the major by providing for greater flexibility for students and career readiness.

Changes include:
- Reducing credit requirements from 52 to 46
- Creates a synthetic bucket in the advanced core of classes because students aren’t taking regionally specific courses usually
- Added a class 391 – social science inquiry which introduces undergrads to research experience. It is the only methods requirement. And GSS can use this to fulfill methods training.
- Includes Specializations – translate a geography degree to the wider world. Renames some, reduced a couple requirements. Introduced a new specialization about water.
- Adds a course called Launch pad for two credits that provides students the opportunity to translate what they learn in courses to career readiness. It will include Internships and field credits
- Adds a course 413, the professional geographer that teaches students about career opportunities in geography and dedicates faculty time to readying majors for what’s next in their lives.

Questions:
- Internships — statement on page 8 of the proposal, doesn’t say anything about 409. Should that go into the internship description?
- What is the academic component for internship? There has to be an instructor of record and there has to be a final paper.
- Is the Launchpad course offered every term? (only once a year, winter term).
- Is there no class standing requirement for upper level courses?
- Part of what you say will improve this major is there being a course of study the progresses in a logical order. What, though, keeps people from doing any order?
  o Students discover the major later. So they might need to do some back tracking. We didn’t want to put obstacles in that would prevent students from transferring to this major.
- Categories are confusing, they don’t emerge in a really clear way. A map for the majors and add a table or graphic. Include student documents. This will make it much more clear.
- CAS curriculum committee was also confused, worked through it, but it didn’t emerge immediately.
- Why did you eliminate the chemistry and physics requirements? Why did you drop it other than making it more attractive?
  o Chemistry and physics seemed to be unnecessary, and it was arbitrary to require them. Window dressed to make it look more rigorous that it really was
- Would it be a hindrance to students who want to go to grad school?
  o Not necessarily. If they want to go to grad school, they will likely take more science classes.
- Would be helpful to develop a document to help guide what would lay out a path if students are interested in grad school.

Discussion:

– There are some aspects of their proposal that they need to revise in order to clarify some of the new requirements. It was confusing reading through it. John will suggest some language to them.
– When President Schill talks about the desire to get people done in 4 years, major requirements hold people back. Any major that gets declared late, it’s harder. If they can map it onto a four year degree plan, as much as possible.
– Terminology was very confusing – the should define their terms.
– The registrar doesn’t like the term specialization because we use it at the grad level and it means a very different thing.

Recommendations:
- Clarify major and minor double dipping
- Provide a four year degree plan, with articulation for students interested in grad school
- Describe categories
- Change specialization language
- Clarification about internship and 409 relationship
- Organize it differently, and include student documents

**Motion:** John Gage, moves to endorse proposal with recommendations and contingency of approval of courses still in review. Proposal will be effective Fall 2016

*Kassia Dellabough seconded the motion.*

*The motion passes unanimously.*

Food studies next week. Stephen Wooten will present.

Kassia Dellabough and Harinder Khalsa will do the close read.

**Credit vs. Non-Credit Bearing Courses**

- Lisa Freinkel read the proposed language
- UOCC is would very much appreciate this sort of clarity. UOCC membership is pushing to review a set of online courses and some clarity from this body would be helpful with that. We will poll them for review. The UOCC wrestles with the skills vs. academic based. (for instance learning a software class. Or completing a professional requirement, or professional skills – CV, letter application)
- Skill is a tricky word that can mean many different things. Skill mastery might be deemed so necessary to the academic mastery.
- Must include theory based piece.
- How is learning a language different than learning a skill? In order to learn a language – you are learning to approach culture and the world through that language – you can’t separate them.
- An academic class must mix the skill with the theory – teach the theory and how to use a software package – i.e. statistics
- Is UOCC tackling just online courses? All courses? For review, we picked online courses.
- I’m struggling to see how these courses fit into the professional schools? GIS only classes. Students are pressuring schools to provide skills based classes. How do applied classes fit into this?
- If these courses don’t bear credit, though, we won’t have faculty available to teach them.

More discussion on this next week

**NEXT MEETING:**
Tuesday, November 3, 2015
10:00-11:30, HEDCO 340