

Curricular Affairs Committee of the Faculty Senate
Minutes
Thursday, February 2, 2023, 4:15 – 6:15 pm
427 A Waterman

Present: Professors Kervick, Everse, Barnaby, Borchert, Brooks, Doherty, Emery, Jones, Lau, Mayo, Noordewier, Ramirez-Harrington, Rosebush, Sargent, Seidl
Absent: Professors Dale, Hazelrigg, Hibbeler, Hunt, Swogger and SGA Rep Lista
Guests: Cynthia Forehand, Abby McGowan*,

I. Approval of the January 5, 2022 Minutes.

Motion: Joan Rosenbush moved to accept the minutes as written. The motion was seconded.

Vote: 12 approve, 0 oppose, 0 abstain. The motion carried.

- The March meeting of the CAC will be on Teams.
- Invitation of College Curriculum Chairs to attend CAC meetings, thank you Nicole for joining this month.
- BOT next week, meeting materials will be circulated by the BOT Office soon.

IV. Reports. None

V. APR Reports – None

VI.

Description: Co-majors are being proposed in order to allow degree-seeking undergraduate students a way to attain a recognized level of achievement in a secondary field of study in another college/school without additionally having to fulfill distribution requirements in that secondary college/school. In addition to their degree-bearing major, students' transcripts will show the co-major. Students can also list a co-major as an accomplishment on their CV and, more importantly, call on that knowledge in their post-graduation pursuits. Currently, there are on average twenty students per year who pursue dual degrees in two different colleges/schools annually. They graduate with more than 120 credits, often take the maximum number of credits allowed in a semester, in addition to summer courses, and rely on excellent advising in order to accomplish a dual degree within four years. These students are by nature ambitious and self-directed, since it is very difficult for students to obtain dual degrees in different colleges/schools. Co-majors would ideally be designed to facilitate self-

study that would serve their overall educational and post-graduation goals; (2) provide to undergraduate students academic preparation that is of the same high quality expected of our degree-granting programs; and (3) provide to our programs a bridge between colleges/schools to develop innovative pathways for students' academic success in more than one discipline and advancement to employment, graduate study, or other post-graduate goals.

Outcomes to avoid: Co-majors should not entice academically successful and motivated students to act against their own interests (e.g., by spreading them too thin, foreclosing other opportunities that would be more applicable to their goals (internships, student research, study abroad), exposing them to loss of financial aid, reducing employment potential, etc.). Nor should they create unachievable expectations in students. Depending on the student and the student's circumstances, it could be preferable for them to pursue a certificate or a minor or even an individually designed major rather than a co-major. A fifth-year master's is an additional option for some students. Furthermore, co-majors should not devalue existing majors. Faculty-led curricular committees and Deans have already had to integrate General Education requirements on top of University requirements, core curricular requirements, and requirements

and physics) have more flexibility and provide the possibility of creating co-majors and pursuing co-majors outside of the college.

Because GSB has eliminated the requirement of a minor, there is more flexibility for students to pursue co-majors outside of GSB. GSB furthermore sees the opportunity that co-majors would provide to students in other colleges/schools to pursue newly designed co-majors in sustainability or entrepreneurship. These co-majors would need to be distinguishable from existing majors. They would not include concentrations, as existing majors in business administration do, and require 36 credits. It is hoped that the creation of co-majors in these themed areas of the GSB curriculum could further entice students to enroll in the MBA program.

Suggested pairings for pilot programs: presented in alphabetical order, based on OIRA data and discussions between the subcommittee and representatives of the different units.

Art and Computer Science

Business Administration and Computer Science

Business Administration and Economics

Business Administration and Environmental Studies

Business Administration and Foreign Language

Business Administration and Nutrition and Food Sciences

Business Administration and Political Science

Business Administration and Sustainability-related major in RSEN

Early Childhood Education and Foreign Language

Economics and Mathematics

Economics and Statistics

English and Secondary Education

Foreign Language and Secondary Education

History and Secondary Education

Mathematics and Secondary Education

- The committee wanted to know if there was a way to track students who were close to having two majors but decided not complete both.
- Is there data where a double major may have defaulted to a minor because they were just short of the double major, but way over for a minor.
- Foreign language is an excellent example of how a co-major could be very beneficial.
- How will this work with the new General Education model.
- Will this open a flood gate to the CAC with lots of co-major proposals.
- J. did research at other universities, and it is something that does exist and is done.
- Co-majors were does the money flow with the IBB model; the assumption would be that they would treat it like minors. With the primary major being the home.
- Advising, and how to offer the best support to students. Is there flexibility in the Degree Audit system.
- How will this work with financial aid.

students, list "Graduate students or Instructor permission" in the prerequisites field.

2. 3/5000-level and 4/5000-level co-locations are only permitted for courses that were formerly 200-level AGC. No new 3/5000-level or 4/5000-level co-locations will be approved.
3. As was communicated in the July 1, 2022, memo, no more than 50% of the existing 200-level AGC co-location requests will be approved. Other 200-level AGC course should transition to only 3/4000-level or only 5000-level without a new course to be approved to be co-located. Consistent with NECHE guidance, units should not rely on 3/5000-level or 4/5000-level co-locations to support their graduate programs. Units should focus on developing 6000-level courses for their graduate programs and 3/4000-level courses for their undergraduate programs.
4. Requests for 3/5000-level or 4/5000-level co-locations received by January 27, 2023, will be reviewed in time for the 2023-2024 Catalogue.
5. Requests for 3/5000-level or 4/5000-level co-locations in the Graduate queue by May 8, 2023, will appear in the 2023-2024 Catalogue Addendum.
6. All requests for 3/5000-level or 4/5000-level co-locations that have not already been approved must be in the Graduate queue by May 8, 2023.

- Food Systems Graduate Program APR, April.
- Early Childhood Special Education Major, March.
- Undergraduate Certificate in Semiconductor in Engineering and Physics, March.
 - Amy Seidl, Rosi Rosebush

The meeting adjourned at 5:52 PM.

*joined meeting on the phone