Colorado School of Mines – UNDERGRADUATE COUNCIL MEETING MINUTES
January 10, 4:00 – 5:00 pm, via Zoom

Attendees:

Voting Members: 15 total (10 needed for quorum). Quorum was present.

P	Ventzi Karaivanov (chair)	P	Andrew Pederson (EB)	P	Mike Nicholas (AMS)		Chuck Stone (PH)
P	Michael Barankin (CBE)	P	Jay Straker (HASS)	P	Gerald Bourne (MME)		Rennie Kaunda (MN)
P	Dylan Domaille (CH)	P	Ge Jin (GP)	P	Zibo Wang (CS)	P	Mathias Burisch Hassel (GE)
P	Linda Battalora (PE)		Hongyan Liu (CEE)	P	Jeff Wheeler (ME)		Mark Bowen (USG)
P	Jack Bringardner (EDS)		Brianna Buljung (LB)	P	Hisham Sager (EE)		

Other Regular Attendees and Guests

	Sam Spiegel (Mines Online)		Dixie Cirillo (PA)	P	Kristeen Serracino (AA)	P	Paul Myskiw (RO)
	Karla Perez-Velez (CASA)	P	Vibhuti Dave (UGS)	P	Deb Jordan (Trefny Center)	P	D. Scott Heath (RO)
P	Katie Ludwin (CASA)		Danielle Boileau (CASA)		Cheryl Medford (GE)	P	Colin Terry (SL)

Special Guest(s): Allyce Horan, Rob Thompson, Sid Saleh, Sabina Schill, Christine Liebe, Becky LaFrancois

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Welcome Ventzi Karaivanov

Welcome to the January Undergraduate Council meeting. Our next meeting is on January 24th, so we have two meetings this month. I would like to follow up on a comment from the last meeting regarding Career Days and Non-Assessment Days and whether faculty input was considered when this decision was made. I reached out to the Registrar's Office to get more information. Input by faculty was considered as the Calendar Committee is a university committee, and there are several faculty members on this committee as well as a Faculty Senate representative.

Approval of Minutes – December 13, 2023 Ventzi Karaivanov

MOTION: Motion to approve previous minutes was moved by Ge Jin and seconded by Linda. The previous minutes were approved with 12 approved, 0 opposed, and 1 abstention from those present.

Briefings and Information Items

Registrar's Office Paul Myskiw

After Friday, the last day to add, we will be sending a list of all prerequisites that were overridden for registration purposes to departments. We ask that departments review the courses that are frequently allowing prerequisites to be overridden and consider removing or adjusting them.

We will also send out an ask to realign course plans in the light of the nature of the current students coming in with 30-60 credit hours. We are going to send, based on intended major, the types of credit that those students are bringing in. The goal will be to think through and come up with some ways we can articulate to the incoming students coming in as Sophomores a pathway credit-wise. This goes along with my push to have few classes with prerequisites because there are few options to get students registered to simply be full-time because they are coming in so staggered, and they do not fit the four-year course models that are currently out there.

Finally, I want to give an update on spring registration. We had 149 degree-seeking students that were registered in less than full-time hours. Many of you received requests to add sections and seats, so thank you to those that did. Several of you found new rooms and increased capacity so that was appreciated. As of yesterday, there were still 101 students that were not waitlisted for anything. There were no Seniors that were in less than 12 hours. I think as we begin thinking about next fall and spring, we need to make sure that we are building enough seats to accommodate the entire class through a four-year cycle. We would love to partner with you to provide data to you that is meaningful to help you plan and build out the class schedule so that we can meet demand and not having to be reacting on the day before class and hoping student find seats.

Curriculum Item(s) for Council Vote

1.1

AMS		Mike Nicholas
CIM 10/25/23		
1 Course Change:	MATH213 : CALCULUS FOR SCIENTISTS AND ENGINEERS III	
	Adding CSCI102 alongside CSCI128 as corequisite for Calc III for students on older catalog.	

We would still like to add the prerequisite. There was a comment from the previous meeting regarding if needed, could it be delayed another year? We would rather not, but if a delay is required to get flow charts in order and to continue gathering data we would. There was a comment that a delay was allow students on the old bulletin to pass through more before making a change which we are open to. I would still like to bring the prerequisite changes to a vote though.

Question: Are we going to see the data on the number of students that would potentially be affected?

Answer: Data was sent out. We can vote and then review the data, but it does not include direct numbers.

MOTION: The motion to approve the MATH213 course change was moved by Mike, seconded by Linda. The MATH213 course change was approved with 8 approved, 2 opposed, and 2 abstentions.

1.2

AMS		Mike Nicholas
CIM 10/25/23		
1 Course Change:	MATH225 : DIFFERENTIAL EQUATIONS	
	Adding the new CS course, CS128, as a co-req, including the older CS102 as a possibility as well for students on older catalogs.	

MOTION: The motion to approve the MATH225 course change was moved by Mike, seconded by Linda. The MATH225 course change was approved with 11 approved, 1 opposed, and 1 abstention.

1.3

AMS		Mike Nicholas
CIM 10/24/23		

1 Course Change:	MATH310 : INTRODUCTION TO MATHEMATICAL MODELING
	Adding a CS128 prerequisite to be able to leverage that course. This shouldn't affect many students since almost all students will be taking CS128 well before they reach MATH310.

Question: Does this recourse require differential equations as a prerequisite?
Answer: Yes, it has differential equations as a prerequisite.

MOTION: The motion to approve the MATH310 course change was moved by Matthias, seconded by Micha. The MATH310 course change was approved with 12 approved, 0 opposed, and 0 abstentions.

1.4

AMS		Mike Nicholas
CIM 10/25/23		
1 Course Change:	MATH334 : INTRODUCTION TO PROBABILITY.	
	Adding the new CS course, CS128, as a prerequisite, including CSCI102 for students on older catalog.	

MOTION: The motion to approve the MATH334 course change was moved by Mike, seconded by Micha. The MATH334 course change was approved with 12 approved, 0 opposed, and 0 abstentions.

1.5 **Minor Changes – to be considered as a single vote.**

CEE		Hongyan Liu
CIM N/A		
1 Course Change:	CEEN491: EROSION CONTROL AND LAND RESTORATION	
	Course number was changed from 478 to 491 to be consistent with CEE policies.	
CBE		Michael Barankin
CIM N/A		
1 Program Change:	MIN-BMEDE: MINOR IN BIOMEDICAL ENGINEERING	
	Added CHGN431 to the non-engineering electives list.	
CBE		Michael Barankin
CIM 11/16/23		
1 Course Change:	CBEN472: INTRODUCTION TO ENERGY TECHNOLOGIES	
	Semester varies	

MOTION: The motion to approve the minor changes was moved by Matthias, seconded by Ge Jin. The minor changes were approved with 11 approved, 0 opposed, and 0 abstentions.

2. New Curriculum Item(s)

2.1

AMS		Mike Nicholas
CIM 12/8/23		
2 Program Changes:	BS-AMS: BS in Applied Mathematics and Statistics	

	We are introducing a Data Science (DS) emphasis to go along with our Computational Applied Mathematics (CAM) and Statistics (STAT) emphases. Data Science is an important component of applied mathematics and statistics and is therefore a good fit for AMS. The emphasis overlaps in various courses with the CS track in Data Science; having this emphasis allows students the flexibility of building DS skills on a mathematics foundation rather than a CS foundation. This flexibility reflects the breadth of the field of data science. Since this emphasis relies on already existing courses, we do not anticipate a need for additional resources (beyond the resources we already need, of course). This also includes flowchart changes to get EB321 into the junior year.
	MINASI-AMS: Minors/ASIs in AMS – CAM and Statistics
	We have had three minors: Computational and Applied Math, Statistics, and General Math. This leads to a lot of override requests from people in one minor who are interested in courses from another. We have decided to simplify and just offer a single Applied Mathematics and Statistics Minor. Students will be able to build that minor with flexibility. We are also cutting the ASI. Students are not doing the ASI anyway.

We have two emphases within the AMS-BS currently. There is an emphasis in Statistics and an emphasis in Computational Applied Mathematics. We would like to add an emphasis in Data Science as a third track for our majors to choose from. The two existing tracks overlap. In most classes, there is a set of seven courses that are unique to that track. The DS track is built similarly with the same math core and Data Science elective and requirements. We do not anticipate this making a significant difference in the number of courses or sections and should not require any additional hires. The second proposal is a change to our minor. We currently have three minors and there is no overlap between them. Because of that, they feel restrictive to students so we would like to scrap that and just have one AMS minor where students can take whatever set of AMS courses, they would like to get an AMS minor.

Question: How many minors are you closing? Are those program deactivations in CIM yet?
Answer: There are three minors currently. We would close them to replace them with this one AMS minor.

2.2

AMS		Mike Nicholas
CIM 12/8/23		
3 Course Changes:	MATH433: Time Series and Its Applications	
	We ran this three times as a topics course. When we made the permanent course, we used 533 because it was not taken. We now need MATH433 for the undergrad, cross-listed version. We are repurposing this number, as the old MATH433 has been inactive for over a decade.	
	MATH482: Statistics Practicum (Capstone)	
	This course was moved up to 4 CHs a few years ago but still meets only 3 hours per week. We need to move it back down to 3 to be in line with the handbook.	
	MATH484: Mathematical and Computational Modeling (Capstone)	

	This course was moved up to 4 CHs a few years ago but still meets only 3 hours per week. We need to move it back down to 3 to be in line with the handbook.

Question: For MATH433, you mentioned the course number was used for a different course. Did you deactivate that course on CIM, or are you overwriting this course? Has it been listed in the catalog for the past several years?
Answer: The course was an old Biology course from over a decade ago. It was deactivated then, which is why we thought it was available, but it wasn't. We talked with Paul and decided the best thing to do would be to repurpose this number. It has not been listed in the catalog in over a decade.

2.3

University Honors and Scholars Programs (HN)		Sabina Schill
CIM 12/15/23		
1 New Program:	Minor in Teaching with Licensure	
	In order to provide attractive pathways for current (and future) Mines students and alumni to pursue teaching science, mathematics, and computer science as a career, we would like to create a new minor that is an update on the existing Teach@Mines Minor in Teaching and includes 24 credits rather than 18, which provides students with the option to receive the minor plus the necessary credits required for a teaching license. By offering a minor with licensure option, it will provide clear communication to the campus about the necessary coursework to meet the Colorado Department of Education requirements for initial teacher licensure. Creating an opportunity for Mines students to become highly-qualified and licensed science, math, and computer science teachers addresses the heart of the Mines@150 goals. Bringing students with technical backgrounds into our local classrooms allows these students to share their passion in a way that meets societal needs and at the same time builds their leadership and communication skills. Providing an option for Mines students to pursue teaching as a career will increase retention and recruitment, both by bringing in and retaining those who decide they want to teach as well as by placing informed Mines ambassadors into K-12 classrooms which will create a better prepared and larger candidate pool for the next generation of Mines incoming students. The coursework for this program is delivered both online and in person with a substantial K-12 classroom component.	

As of March 2023, we have been approved to offer a pathway to teaching licensure through the State of Colorado in Math, Computer Science, and Science. We are reviewing how our students are progressing through the program now that we have had a student complete the program. The new minor builds on an existing teaching minor with licensure, but we are separating out this new minor to include a pathway to licensure.

2.4

University Honors and Scholars		Sabina Schill

Programs (HN)		
CIM 12/15/23		
1 Program Change:	MIN-TEACH: Minor in Teaching	
	Creating an opportunity for Mines students to become highly qualified science, engineering, mathematics, computer science, or STEM teachers lies at the heart of the Mines@150 goals. Providing an option for Mines students to pursue teaching as a career will increase retention and recruitment, both by bringing in and retaining those who decide they want to teach as well as by placing informed Mines ambassadors into K-12 classrooms. Updates to the Teaching Minor are: 1) The addition of Computer Science Education courses under the new course prefix CSED, which will provide clarity for students who choose to pursue a teaching minor and are focused on Computer Science. 2) The addition of more options for the required Capstone I course, which will provide students in the minor options for engaging in classroom teaching focused within their STEM discipline of choice: Science (SCED464), Math (MAED464), or Computer Science (CSED464).	

2.5

HN		Sabina Schill
CIM 12/12/23		
4 New Course:	CSED430: Computer Science Practices and Technological Impacts on Society	
	Providing Computer Science Teacher Education aligns with Mines@150 goals to produce differentiated and highly desired STEM education leaders and to become a leader in educating STEM students and professionals. Computer Science (CS) professionals are the most needed STEM professional in the workplace. Engineers, scientists, and mathematicians who know CS will be able to provide more effective expertise. Currently, Mines leads in Colorado innovatively providing needed pre-service teacher training for CS teacher educators. CS teachers with Mines degrees will be more likely to encourage students to attend Mines, creating a pipeline of students for the second most popular degree at Mines, CS. The proposed course will assist future CS teachers and engineers applying CS to understand the ethical implications of optimal and poor code. Students will also develop strategies to include ethical discussions in the software or engineering design cycle, as well as teach K-12 students CS professional practices and ethics. This is a residential course, meeting in-person three times each week.	
	CSED435: Computer Science Teaching Techniques	
	As a new pre-service Teach@Mines course for undergraduate students, CS Teaching Techniques aligns with Mines@150 plans regarding being an innovative STEM education leader, top of mind university, developing graduates who will have a profound and innovative impact on society. Currently, Mines offers the only CS undergraduate pre-service teacher licensure program in Colorado and one of the only programs nationally. In Colorado and nationally, an estimated 40 – 60% of all K-12 students have access to CS education. Our CS majors who pursue a Teaching minor with a focus on CS will be able to earn CS teaching licensure and also be academically qualified to teach K-12 math, science, and engineering.	

	This is a residential course, meeting in-person 1 time each week.
	CSED464: Capstone Curriculum Design I - Practicum
	Creating an opportunity for Mines students to become highly qualified science, engineering, math, computer science or STEM teachers lies at the heart of the Mines@150 goals. Bringing students with technical backgrounds into our local classrooms allows these students to share their passion in a way that meets societal needs and at the same time builds their leadership and communication skills. Providing an option for Mines students to pursue teaching as a career will increase retention and recruitment, both by bringing in and retaining those who decide they want to teach as well as by placing informed Mines ambassadors into K-12 classrooms. Additionally, these courses are attractive to career changers who are looking to transition from technical careers into the teaching profession. This course is face-to-face so that students may experience the classroom firsthand.
	CSED465: Capstone Curriculum Design II – Student Teaching
	Creating an opportunity for Mines students to become highly qualified science, engineering, mathematics, computer science, or STEM teachers lies at the heart of the Mines@150 goals. Bringing students with technical backgrounds into our local classrooms allows these students to share their passion in a way that meets societal needs and at the same time builds their leadership and communication skills. Providing an option for Mines students to pursue teaching as a career will increase retention and recruitment, both by bringing in and retaining those who decide they want to teach as well as by placing informed Mines ambassadors into K-12 classrooms. This course is face-to-face so that students may experience the classroom firsthand.

These new courses provide more clarity for students who want to focus on teaching in CS and go towards that licensure option. The Computer Science Practices course used to be a CSED special topics course, but it will now be offered more regularly. The Computer Science Teaching Techniques course is also replacing a current course that was under MAED. We have changed this course to specifically CS along with the Capstone courses. We are keeping all the CS courses under one course prefix to make it easier for our students to follow the path towards CS licensure.

2.6

HN		Sabina Schill
CIM 12/12/23		
1 Course Deactivation:	MAED435: Computer Science Teaching Techniques	
	We are also proposing some new Computer Science Education (CSED) courses that are currently being taught under the Math Science Education (MAED) course prefix. We are simply aiming to separate Computer Science from Math via a new course code prefix.	

2.7

HN		Sabina Schill
CIM 12/12/23		
2 Course Change:	MAED464: Capstone Curriculum Design I	
	Updating pre- and co-requisites so that they match across T&M Capstone courses in SCED, MAED, and CSED. Additionally, the original pre- and co-requisites anticipated students progressing through courses in a linear fashion; however, many students organize their schedules to take multiple T&M courses at once. These new pre- and co-requisites provide more flexibility to students to complete the courses in a way that fits their schedules and remain accurate as to the expected prior knowledge students need for these courses.	
	MAED465: Capstone Curriculum Design II	
	Updating pre- and co-requisites so that they match across T&M Capstone courses in SCED, MAED, and CSED. Additionally, the original pre- and co-requisites anticipated students progressing through courses in a linear fashion; however, many students organize their schedules to take multiple T&M courses at once. These new pre- and co-requisites provide more flexibility to students to complete the courses in a way that fits their schedules and remain accurate as to the expected prior knowledge students need for these courses.	

2.8

HN		Sabina Schill
CIM 12/12/23		
2 Course Change:	SCED464: Capstone Curriculum Design I	
	Updating pre- and co-requisites so that they match across T&M Capstone courses in SCED, MAED, and CSED. Additionally, the original pre- and co-requisites anticipated students progressing through courses in a linear fashion; however, many students organize their schedules to take multiple T&M courses at once. These new pre- and co-requisites provide more flexibility to students to complete the courses in a way that fits their schedules and remain accurate as to the expected prior knowledge students need for these courses.	
	SCED465: Capstone Curriculum Design II	
	Updating pre- and co-requisites so that they match across T&M Capstone courses in SCED, MAED, and CSED. Additionally, the original pre- and co-requisites anticipated students progressing through courses in a linear fashion; however, many students organize their schedules to take multiple T&M courses at once. These new pre- and co-requisites provide more flexibility to students to complete the courses in a way that fits their schedules and remain accurate as to the expected prior knowledge students need for these courses.	

These changes in MAED and SCED are almost identical. We are updating the pre- and co-requisites for all our Capstone I and II courses, so that they match across Science Education, Math Education, and Computer Science Education.

Question: What is the justification for adding the extra department codes instead of having all the same prefix? For example, CSED and SCED can easily be confused.

Answer: The CSED and SCED can be confusing, so that will be on our team to accurately portray the information to our Science Education and Computer Science Education students. The three different codes provide more clarity for students who want to go into licensure. When they turn in their coursework and materials, they can show that it was specifically in Science Education versus having possible a math education prefix.

2.9

CSM		Colin Terry
CIM 12/11/23		
1 New Course:	CSM301: Introduction to Public Speaking & Communication Skills	
	This new course - taught and facilitated through the Vallejo Irvine Program for Professional Development (VIP) - advances Mines aspiration to equip all graduating students with the necessary professional readiness competencies to positively distinguish themselves in their professional and graduate pursuits. This course introduces students to fundamental public speaking and verbal communications skills and advances Mines' commitment to professional development.	

We have identified professional development as a signature component of the undergraduate experience. The institution has allocated tremendous resources to this effort over the last few years, and the Foundation has seen great interest in this commitment, most notably the Vallejo Irvine Program. This was started two years ago with a million-dollar gift from an alum who wanted to see even more ubiquitous professional readiness among our graduates. In that spirit, we are introducing this course for consideration. It would be an elective as part of the Success and Wellness core curriculum requirement. It will be taught out of the PASCAL Center and through funds made available as part of the VIP program. It will be heavily reliant on internal and external guests who will come in and participate with the students who take the course, give feedback to students on their public speaking skills, and give their own perspective.

Question: How much overlap does this course have with EBGN307 Business Communication? Would the students be able to take both if there is considerable overlap?
Answer: I do not see a lot of overlap. Students would take EBGN307, especially if they are wanting to really drill down into some advanced public speaking and business communication skills, presentations, etc. If you review the CIM materials, this course is an introduction to a wide array of different considerations, including some nonverbal communication skills, listening skills, and presentation skills. I see this as an introductory course to get the students' toes wet with public speaking. If the students want to hone their skills and advance their mastery, they could take EBGN307.

2.10

CS		Zibo Wang/ Christine Liebe
CIM 12/13/23		
1 Course Change:	CSCI128: Computer Science for STEM	
	This online course is considered part of the new Mines Core, and thus designated an essential class for all students studying at Mines. Increasingly each year, our society relies on computing technology to accomplish daily tasks. This is even more true for scientists and engineers in STEM fields.	

	However, simply knowing how to use computers is not enough. Capable professionals must also know how to program computers to make the best use of them. This course will teach the basics of computer programming, targeting students with no prior experience. It will teach fundamentals that are necessary to program in any language, as well as data analysis techniques that will be applicable to all STEM students, regardless of their intended major. OL version: Liebe completed FOCD in Spring 2021. We expect the online CSCI128 version to be completed in April 2024 for the Summer 2024 semester. We plan to offer the course on June 24, 2024, as an 8-week version. We would like the course to be open for registration in April or early May.

This course will start on June 24th and go through August 19th this summer. We will have a weekly synchronous lecture and cover the same topics as the in-person course but have the order a little different. We are considering offering a more qualitative midterm with the video demonstration and having the final in-person at Mines. For the students that would like to attend this course will require instructor approval. We are also designing this for students with prior programming experience and Juniors/Seniors or graduate students. Christine and Rob would be co-designing the course.

Question: This course is not encouraged to be taken by first-year students?
Answer: Correct. We are not planning to offer it during the academic year.

Question: Do you expect recidivist students to take this course? Why 8 weeks instead of 6?
Answer: We would consider taking those students. It is for 8 weeks instead of 6 because there is more information that we are covering than in the old 102 class.

2.11

EBGN		Andrew Pederson
CIM 1/3/24		
1 New Course:	EBGN309: FUNDAMENTALS OF MANAGEMENT	
	This course will be a required course in the BEMS degree program, as well as an elective course for the Economics degree and Business & Entrepreneurship minor. Part of EB's continued effort to offer more business courses, and this fills a hole in the current curriculum. Catalog: This course provides a survey of fundamental principles of management and their application to the operations of a complex, modern organization. Topics covered include managerial functions (planning, organizing, leading, and controlling) as well as organizational behavior, human resources, and operations management.	

We wanted to introduce an introductory management course that will be available to our business degree-seeking students as well as to students from across campus. It will be a survey of different management topics and have no prerequisites. It will serve as a prerequisite for some of our 400-level management courses.

2.12

EBGN		Andrew Pederson

CIM 1/3/24	
1 Program Change:	MIN-BUEN: Minor in Business and Entrepreneurship
	Editing the list of electives for the minor due to course additions and subtractions and changing the requirement for EBGN201 and replacing that requirement with EBGN360, Introduction to Entrepreneurship.

There is a memo on Canvas regarding this program change. I have been getting a lot of questions about the business minor program from students across campus about which classes are not allowed as we have expanded our undergraduate business degree. We have continued to add some new courses, modify existing courses, and remove courses. This proposal removes Principles of Economics as a required course in the program and replaces that requirement with Intro to Entrepreneurship. Currently, students are not required to get any exposure to entrepreneurship so this change will add to the topic found in the minor. We are also adjusting the list of optional classes within the minor to include some of the new classes that we have added and remove classes we have not offered in a while or are intended for our majors in Business.

Question: Can we add one of the Innov8x courses to your minor list?
Answer: If it is not violating any program change submissions, we are happy to do that.

2.13

EBGN		Andrew Pederson
CIM 1/3/24		
1 Program Change:	BS-BEMS: BS in Business Engineering and Management Science	
	This version includes the change that was passed F23 to require EBGN201. This version also includes a program change adding a Management course to the Business core, reducing the tracks by 3CH each, and increasing Free Electives from 9-12.	

This change is in response to some early feedback we received on our business program. Our students take Project Management and then take a senior-level Management Capstone class. However, in the curriculum, they are not required to take an actual Intro to management course. This has been seen as a shortcoming by a few stakeholders. With the introduction to the new Management course, we intend to change the business core to include an introductory Management course. The plan is to accommodate the increased credit hours in the business core by reducing the required credit hours in our track. Currently, we require our students to take two 12-credit hour tracks. We will reduce that to two 9-credit hour tracks, use one of three of those credits to increase the business core, and then three of those credits to increase free electives from 9 to 12.

2.14

EE		Hisham Sager
CIM 1/3/24		
1 Program Change:	Adding language about approval to count EE graduate courses as undergraduate EE electives. Clarifying language for the combined program.	

	Editing the list of electives for the minor due to course additions and subtractions and changing the requirement for EBGN201 and replacing that requirement with EBGN360, Introduction to Entrepreneurship.

2.14

CEE		Hongyan Lui
CIM 1/9/24		
2 Course Deactivations:	CEEN441: INTRODUCTION TO THE SEISMIC DESIGN OF STRUCTURES	
	Cross-list with graduate course, so need new numbers. I was instructed to deactivate this course and propose a new course for Seismic Design.	
	CEEN446: STRUCTURAL LOADS	
	Cross-list with graduate course and need a new number. I was instructed to deactivate this course and propose a new course for Structural Loads.	

2.15

CEE		Hongyan Lui
CIM 1/9/24		
2 New Courses:	CEEN449: INTRODUCTION TO THE SEISMIC DESIGN OF STRUCTURES	
	Mines need to have a viable MS program in structural engineering. This class will be cross-listed with CEEN 549, which has the same name. Originally graduate students could take CEEN441 to count towards their MS and PhD degree, but now that is not allowed. Thus, this class need to have a 5XX level cross listing component.	
	CEEN448: STRUCTURAL LOADS	
	Structural Engineers will learn about various loads and how they are applied to buildings. Many graduate students took "CEEN446: Structural Loads" as part of their degree requirements. A graduate level course is proposed that builds off this undergraduate offering.	

This is basically a course number change. The content has not changed, but we added language so that it can be differentiated from the graduate-level cross-listed courses.

2.16 **Minor Changes – to be considered as a single vote.**

EBGN		Andrew Pederson
CIM 12/11/23		
1 Course Change:	EBGN305: Survey of Accounting	
	Updating the course title and description to fit what is being taught in the course. We are only offering one accounting course with Financial and Managerial topics.	

AMS		Mike Nicholas
CIM 12/8/23		
1 Course Changes:	MATH436: Advanced Statistical Modeling	
	We are removing MATH335 as a prerequisite. This will open things up for AMS majors and the CS-Data Sci track.	

3. Continuing Curriculum Item(s) – from 11/8/23

3.1

CSM		Allyce Horan
CIM 12/1/23		
1 Course Change:	CSM102: INTRODUCTION TO TECHNICAL WRITING	
	We are requesting that CSM102 count as a 1.0 credit toward the new core curriculum's success and wellness category instead of a free elective. CSM102 provides foundational skills in technical writing that apply to a wide range of STEM disciplines. By exposing students to a variety of genres within technical writing, they will be able to more confidently and quickly understand the discipline-specific communication skills needed in their upper-level classes, giving them a stronger foundation for academic success. Furthermore, this class provides both writing and oral communication skills that are transferable to their internships and jobs post-graduation, promotion professional success as well. By taking this class, students will gain valuable communication skills that support the Mines@150 goal of creating differentiated and highly desired STEM-educated leaders.	

Question: Which semester will this course be offered?
Answer: We are looking to approve the change for the Success and Wellness credit for the Fall semester. We are piloting the course this semester, but this change would take place in Fall 2024.

3.2

EDNS		Sid Saleh
CIM 11/10/23		
1 Course Change:	INNO444: INNOV8X CREATE	
	Changing name of course, adding the word "Create" to distinguish from new Innov8x introductory course. Correcting name of course description as Innov8x, not Innovate X. Also request change to course prefix INNO.	

3.3

EDNS		Sid Saleh
CIM 11/10/23		
1 New Course:	INNO244: INNOV8X IGNITE	

	This is an introductory course to our popular Innov8x course, allowing underclassmen the opportunity to learn about problem solving through innovation, thus triggering and developing their entrepreneurial mindset early. This aligns with the following Mines@150 goals: * Expand offerings and diversify delivery, in particular for professionally oriented pre and post graduate education. * Strengthen affinity for Mines among our students, alumni and external partners. * Be more innovative and entrepreneurial, especially in the use of our resources.

3.4

QBE		Josh Ramey
CIM 11/10/23		
1 Program Change:	BS-IBIO: BS IN QUANTATIVE BIOSCIENCES AND ENGINEERING	
	Adding EDNS444/544 Innov8X as a Technical Elective, permitting undergraduate QBE students to have a hands-on learning experience for credit. Approved by Dr. Josh Ramey and the uQBE faculty during standing faculty meetings.	

3.5

GE		Mathias Burisch Hassel
CIM 12/5/23		
1 Course Change:	GEGN470: GROUND-WATER ENGINEERING DESIGN	
	Updates to prerequisites due to changes made earlier in the GE program.	

3.6

MECH		Jeff Wheeler
CIM 11/9/23		
1 Course Change:	MEGN479: OPTIMIZATION MODELS IN MANUFACTURING	
	This class is now an approved online course and is only offered online. Updating catalog to reflect the new modality.	

3.7

HASS		Jay Straker
CIM 12/6/23		
1 New Course	HASS430: PSYCHOLOGY FOR ENGINEERS	

	Expand offerings and diversify delivery, in particular for professionally oriented pre and post graduate education. This course contextualizes the study of humans to the learning and careers relevant to Mines students. Regularly, termed Engineering+++, Mines Student's majors are continually applied and examined through the lenses of this course.

4. Adjourn

Meeting adjourned: 5:05 pm.

Next meeting: January 24, 4:00-5:00 pm via Zoom. Please send agenda items to Ventzi Karaivanov (vkaraiva@mines.edu) and Kristeen Serracino (kristeen.serracino@mines.edu) one week prior.