

Colorado School of Mines – UNDERGRADUATE COUNCIL MEETING MINUTES  
March 12, 4:00 – 5:00 pm, via Zoom

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**Attendees:**

**Voting Members:** 19 total (10 needed for quorum). Quorum was present.

P	Ventzi Karaivanov (chair)	P	Erik Menke (CH)	P	Adam Olsen (LB)	P	Rennie Kaunda (MN)
P	Jason Ganley (CBE)	P	Jeremy Suiter (EB)		Emmanuel De Moor (MME)		Mathias Burisch-Hassel (GE)
P	Rob Thompson (CS)	P	Ge Jin (GP)	P	Jeff Wheeler (ME)	P	Eliza Buhner (HASS)
P	Linda Battalora (PE)	P	Hongyan Liu (CEE)	P	Hisham Sager (EE)		Tom Powell (USG)
P	Jack Bringardner (EDS)	P	Gus Greivel (AMS)	P	Laith Haddad (PH)		

**Other Regular Attendees and Guests**

P	Sam Spiegel (Mines Online)		Justin Shaffer for Vibhuti Dave (UGS)	P	Kristeen Serracino (AA)	P	Paul Myskiw (RO)
P	Karla Pérez-Vélez (CASA)		Danielle Boileau (CASA)		Cheryl Medford (GE)	P	D. Scott Heath (RO)
	Katie Ludwin (CASA)		Megan Sanders (Trefny Center)	P	Colin Terry (SL)		
	Luke Contreras (UA)		Julia Cable (UA)				

**Special Guest(s):** Angel Abbud-Madrid, Wendy Winter-Searcy, Daniel Blood

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**Welcome**

Ventzi Karaivanov

There was a Faculty Senate meeting held yesterday. The discussion about Capstone Design approval was paused until criteria around course prefixes are established. Once criteria are established, this will be distributed to the Undergraduate Council and Graduate Council to provide feedback and input. Additionally, there is an upcoming change to the UG/GR combined policy directed by the Registrar and Dean of Graduate Studies. Please see the policy change document that is posted in Canvas and distribute to all departments.

**Approval of Minutes –February 26, 2025**

Ventzi Karaivanov

**MOTION:** The motion to approve the previous meeting minutes was moved by G. Greivel and seconded by H. Sager. The motion to approve the previous meeting minutes was approved with 13 approved, 0 opposed, and 0 abstentions.

**Briefings and Information Items**

*Registrar's Office*

Paul Myskiw

The schedule of classes for summer and fall will be available by the end of the week as rooming is finalized. P. Myskiw took a tour of the East classroom building which will be available in the summer. Furniture is arriving within the next four weeks.

There has been a shift in the policy and procedures related to the Combined programs. This was in response to being out of compliance with Federal financial aid regulations. Mines has approximately 950 undergraduate students taking 500-level courses, but the policy changes made last year were not quite right. Therefore, the Registrar and OGS are working together to update the policy for the Fall semester. Instead of defaulting to undergraduate level registration, it will default to the graduate level registration. This will prompt action from the students to move registration to their undergraduate transcript. Currently, students are not notifying the Registrar's Office to direct credit to count for graduate

coursework, so it is being covered by student aid which is not Federal aid compliant. If students are not in a combined program, there is language in the proposed policy to restrict undergraduate to only two courses and leave the remaining 500-level courses for graduate students or those in the combined program.

- **Comment:** G. Greivel added that it is often the case that students cannot complete their degree electives without taking some 500-level courses so the two-course restriction may make it impossible for students to graduate in math. P. Myskiw added that it is important to note stumbling blocks like this and pass them on so that it gets addressed.
- **Question:** V. Karaivanov asked, the schedule will be available by the end of the week but when will registration open?
- **Answer:** P. Myskiw answered that registration for summer and fall terms opens on March 31<sup>st</sup>. The schedule will open early for advising and planning purposes.

*Undergraduate Studies*  
No updates at this time.

Justin Shaffer

*CASA*  
Major Choice Process

Karla Pérez-Vélez

This is a follow up from the previous presentation given last semester regarding major choice and change. Last year, CASA went through some administrative changes to better communicate with students and updated the major choice process. The first four steps will be the same so incoming students will select a major when applying to Mines and are asked to confirm their planned major prior to their first semester. This information is used to build schedules. During the summer before the first semester, students have the option to update their major on record until early June with a brief pause while fall schedule are being built. In August, schedules are released, and students are included in department rosters prior to their start at Mines. After this, there is a slight change in the process in that students are notified through major exploration and advising appointments of all available majors at Mines and are now permitted to confirm/change at any point after their schedules are built for fall courses and are assigned a major advisor a week before classes start. The student Banner/institutional record will stay the same, but students are assigned to a CASA Advisor by major and remain with that advisor until the student graduates (unless the student changes majors). Undecided students will work with an Associate Director until they are ready to choose. In mid-April, a reminder will be sent to students to check their major on record and submit a major change form if needed. CASA will then confirm the major and all students will be assigned to a faculty mentor from their major on record going into their 2<sup>nd</sup> year. Students are still able to submit a change of major at any time. The major change link is housed in CASA's main webpage and is processed through the Registrar's Office. CASA does multiple things for major exploration including engagement with Admissions and NeST programs for incoming students, resource fairs (Fall for Your Major and Major Fair), a Canvas page geared for first-year students, and tailored communication.

- **Comment:** D. Blood added that this change to the major choice process has been beneficial in surveying first-year students in ME and distributing correct information.

## 1 Curriculum Item(s) for Council Vote

**\*Please complete Canvas voting for the following curriculum item(s) by March 12<sup>th</sup> at 3:00 pm.**

1.1

CS		Rob Thompson
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2

CIM 1/15	
<b>3 course changes:</b>	CSCI220: DATA STRUCTURE AND ALGORITHMS
	Added CSCI358 or MATH334 as a prerequisite.
	CSCI400: PRINCIPLES OF PROGRAMMING LANGUAGES
	Added CSCI358 or MATH300 prerequisites.
	CSCI423: COMPUTER SIMULATION
	Added (CSCI210 or CSCI274) AND CSCI306 AND (MATH201 or MATH334 as prerequisites.

**Canvas Voting Results:**

**CSCI220: 14 approved, 0 opposed, 0 abstentions, 0 additional discussion needed**

**CSCI400: 14 approved, 0 opposed, 0 abstentions, 0 additional discussion needed**

**CSCI423: 14 approved, 0 opposed, 0 abstentions, 0 additional discussion needed**

1.2

<b>AMS</b>		Gus Greivel
CIM 2/6		
<b>1 course change:</b>	MATH301: INTRODUCTION TO ANALYSIS	
	Modifying the prerequisites to read MATH300 or CSCI358 in order to make this course more accessible to students.	

**Canvas Voting Results:**

**MATH301: 14 approved, 0 opposed, 0 abstentions, 0 additional discussion needed**

**2 Continued Business**

2.1

<b>HASS</b>		Eliza Buhrer
CIM 1/24; Provost 2/13		
<b>3 new courses:</b>	HASS461: QUEER NARRATIVES: PAST, PRESENT, FUTURE	
	<p>After the Mines Strategic Plan, at our school “we understand that a diverse and inclusive campus environment inspires creativity and innovation, which are essential to the learning process.” Queer Narratives aligns simply by being the first course in our catalogue with “queer” in its title, but more importantly, the nature of its content, specifically its future orientation, invites students to think about how they might diagnose, solve, or even define a problem, abstractly, contextually, and above time. This kind of nuanced thinking and its interconnected ethics (ethos, pathos, kairos) are key components for dynamic and successful engineering careers.</p> <p>In NHV (pre-requisite) and Futures / Global Studies (co-requisites), students learn the importance of multipronged approaches through developmentally appropriate hypotheticals like the Trolley Problem, but</p>	

	<p>they don't often think about praxis or contemporary application. In Queer Narratives, they do, using tools including critical fabulation, discursive versatility, and sovereignty and periodization. These real-world investigations, in combination with the history, theory, and criticism we read, enhance our students' resilience, innovation, and communication skills, and strengthen their ability to seek out and build diverse, foundationally sound teams, as opposed to ones that signal virtue but don't really practice it.</p> <p>All this helps students graduate in alignment with the Mines Strategic Plan, which describes our emerging professionals as people "with a strong sense of integrity, intellectual curiosity, demonstrated ability to get a job done in collaborative environments, passion to achieve goals, and an enhanced sense of responsibility to promote positive change in the world." Thanks to the structure of this course and its content, which are both fixed and continuously evolving, students can learn that however they use those skills in their careers, the work will matter and have an impact. Further, and in alignment with ABET and HASS department goals, this trauma-aware, fully-accommodated class, in combination with a rigorous amount of reading, writing, and discussion, enables students to impactfully recognize "the need for and an ability to engage in life-long learning" and "the complex challenges of professional and private life in the 21st century." Only by sincerely, thoughtfully pondering these challenges can we create lasting, positive change.</p> <p>As Queer Narratives students wrote in Fall 2024, "this class has been an absolute delight in bringing me joy, comfort, introspection, and community." "The course intention aligned so well with how it was set up." "I was able to contribute my thoughts without worrying that I would get a poor grade for having a different interpretation or a hot take." "The class was so close to one another by the end I really feel like I created some lifelong friends." "It turns out that I have really only ever thought about my own queerness from a pathological lens, research papers, and psychology lectures." "Please make this a full-fledged humanities course. It deserves its own code!"</p>
	<p><b>HASS470: SWEAT THE SMALL STUFF: MICROHISTORY AND THE HUMAN EXPERIENCE</b></p>
	<p>Offering students the opportunity to explore new methods through which they can understand, analyze, and engage with history, giving them a more nuanced perspective on the modern world and its challenges. By thinking about the world through a new lens and conducting research for class, this class can support the goal of being a "go-to-place for use-inspired research and innovation needed for challenges facing industry and society."</p>

	<ul style="list-style-type: none"> <li>• Giving students the opportunity to develop and explore their understanding of history while also strengthening their research and communication skills, helps create well-rounded engineers, supporting Mines's goal to be "a preferred partner for talent, solutions, and life-long learning."</li> <li>• Challenging our students to approach history from a multi-faceted and interdisciplinary perspective encourages our students to engage more deeply with a topic and promotes innovative thinking, a skill set that is essential to produce "differentiated and highly desired STEM-educated leaders."</li> <li>-Providing a unique course that encourages students to use microhistorical methodology to better understand their subjects and larger trends of change will be useful when our students enter their professional careers and engage and interact with various stakeholders, supporting the goal of being "a leader in educating STEM students and professionals."</li> <li>• Encouraging students to further investigate historical subjects, a field they have some introduction to prior to Mines, provides a basis for meaningful conversations and learning that is applicable to being an effective student, scientist, engineer and citizen, making Mines "accessible and attractive to qualified students from all backgrounds."</li> <li>• Developing a space where students can critically analyze and discuss historical subjects that prompt them to better connect with their peers fosters a "great community to learn, explore, live, and work."</li> </ul>
	<p><b>HASS482: EMPLOYMENT LAW – UNDERSTANDING HOW TO NAVIGATE WORKPLACE ENVIRONMENTS FROM ONBOARDING TO TERMINATION</b></p>
	<p>Our Mines @ 150 mission focuses on expanding our offerings so that our students continue to be distinctive and highly valued in our community. This course focuses on building student communication skills and developing their understanding of their rights and responsibilities as employees and supervisors. The course fosters critical thinking and develops traits typical of good employees so that our students entering the workforce build and maintain positive relationships with coworkers and are recognized as reliable team members. These traits include dedication, confidence, reliability, teamwork, independence, leadership, interpersonal/communication skills, self-awareness, and integrity.</p> <p>The development of these traits is gained through text readings, lectures, and practical studies including individual and group study of state and federal laws and recent court decisions.</p>

<b>1 program change:</b>	MIN-ESS: MINOR IN ENVIRONMENT AND SUSTAINABILITY STUDIES
	Detailed minor information provided to students; listed CAS electives in a course list.

- **Question:** J. Suiter added that there was concern from the EB department (DH and program directors) regarding the overlap with existing Employment Law courses that are already offered. EB and HASS will connect offline. Has this course been offered before as a special topics course?
- **Answer:** E. Buhner answered that this course has been offered twice as a special topics course and taught by C. Hess, Director of HR. The course focuses on the legal aspects of employment rather than anything that relate to economics.

2.2

<b>EB</b>		Jeremy Suiter
CIM 2/11		
<b>2 course changes:</b>	EBGN320: ECONOMICS AND TECHNOLOGY	
	Since EBGN201 is no longer in the core, we are removing the pre-requisite for some of the 300 level economics courses that can be used to satisfy the CAS elective credit. The relevant learning outcomes from EBGN201 will be introduced and integrated into these courses.	
	EBGN330: ENERGY ECONOMICS	
	Since EBGN201 is no longer in the core, we are removing the pre-requisite for some of the 300 level economics courses that can be used to satisfy the CAS elective credit. The relevant learning outcomes from EBGN201 will be introduced and integrated into these courses.	
<b>1 new course:</b>	EBGN477: ORGANIZATIONAL LEADERSHIP	
	This course is an upper-level management elective that is also approved by the CAS committee as a CAS 400 level writing course. This course provides members of campus an opportunity to learn more about the theoretical underpinnings of corporate leadership and to explore their own leadership styles.	

2.3

<b>ME</b>		Jeff Wheeler
CIM 2/11		
<b>2 course changes:</b>	MEGN487: NONLINEAR OPTIMIZATION	
	Minor update to course description; add MATH112 as a prereq	
	MEGN488: INTEGER OPTIMIZATION	
	Minor update to course description; add “and” instead of “or” for MATH prereqs	

2.4

<b>CSM</b>		Wendy Winter Searcy
CIM 2/17		

6

<b>1 course change:</b>	CSM250: ENGINEERING YOUR CAREER PATH
	Updated course description; added online modality.

### 3 New Business

#### 3.1

<b>ME</b>		Angel Abbud-Madrid
CIM 3/4		
<b>1 program change:</b>	API-SPSE: ASI IN SPACE AND PLANETARY SCIENCE AND ENGINEERING	
	Minor content updates; added MEGN454, MEGN452, MEGN456, and MEGN455 to approved course list.	

This program change includes updating the approved course list to included ME courses since there has been more emphasis on aerospace.

#### 3.2

<b>CBE</b>		Jason Ganley
CIM 3/5		
<b>1 course deactivation:</b>	CBEN323: GENERAL BIOLOGY II LABORATORY	
	CBEN 323 is listed at the 300 level from its association with our Fundamentals of Biology II lecture course (formerly CBEN 303, presently CBEN 120). To re-align these courses at the 100 level, we seek to change the course number for CBEN 323 to CBEN 121.	
<b>1 new course:</b>	CBEN121: GENERAL BIOLOGY II LABORATORY	
	This is the second part of a course deactivation/course creation (removing CBEN 323, re-creating as CBEN 121). CBEN 323 was listed at the 300 level per its association with our Fundamentals of Biology II lecture course (formerly CBEN 303, presently CBEN 120). To re-align these courses at the 100 level, we seek to change the course number for CBEN 323 to CBEN 121.	

This course number change is to realign the Biology courses in the CBE department. General Biology Lab is moving from a 300-level course to a 100-level course to reflect that it is built specifically for freshmen.

#### 3.3

<b>HASS</b>		Eliza Buhner
CIM 3/7		
<b>1 course change:</b>	HASS491: ENERGY TRANSITION: POLITICS AND POLICY	
	Updated course title and course description to better reflect the course material. For the description change, to reflect some changes in the assignments and learning outcomes and so faculty with different social	



	science backgrounds can teach the courses. Updated HASS215 co-req.
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This course change includes updating the course title to be more descriptive of the course content. It is cross-listed with a graduate version of this course (this course has already been reviewed and approved by the Graduate Council).

3.4

<b>PH</b>		Laith Haddad
CIM 3/10		
<b>1 program change:</b>	MIN-PH: MINOR IN PHYSICS	
	With CSCI128 now in the core, we no longer need to require CSCI250, which is no longer being offered.	

#### Additional Discussion

Gus Greivel

G. Greivel voiced concern regarding the hiring search cancellation and sustainability of all new programs and initiatives, specifically the new core curriculum and the Futures (HASS215) course in the upcoming year. A discussion and vote were requested since the Undergraduate Council and Faculty Senate are responsible for the undergraduate curriculum. The main concern is the possibility for things to go awry as Mines is trying to scale some significant new initiatives even though there will be a lack of support in terms of faculty and infrastructure.

**MOTION:** The motion to ask the Administration to postpone the implementation of the new Core Curriculum, specifically the addition of the new Futures course, until the campus has adequately invested in the faculty resources to implement this course to the Mines standard and in a sustainable way was moved by G. Greivel and seconded by J. Suiter.

- **Comment:** E. Buhner added that this discussion should involve the director of Futures (A. Kerr) so that the status for staffing for next semester can be shared but agreed that this is a valid concern.
- **Comment:** G. Greivel requested to restate the motion to constructively support those responsible for Futures and extend the current solution. Since this course is marketed as a signature student experience in the core, it needs to be implemented correctly. When UGC and Faculty Senate approved this course, assurance was given about faculty hires to support it. It is within the rights of the UGC to rescind approval of Futures to the core. How much would this affect OUS? How much would this affect the Registrar's Office?
- **Comment:** P. Myskiw added that Futures is seeking to increase the capacity of each cohort to 150 students (instead of 100) and be held in the new East classroom building. An issue with rescinding this course is we are on the verge of publishing the catalog that contains language about Futures so this would require significant changes and removal with a short turnaround time to avoid confusion among students, families, and advisors.
- **Comment:** V. Karaivanov added that UGC will continue this discussion and bring A. Kerr into the conversation. There is a Senate meeting the day before the next UGC meeting so V. Karaivanov will bring this matter to the Senate's attention as well.
- **Comment:** G. Greivel requested that the motion be shared with A. Kerr to see if she would like to amend it as necessary. When UGC approved this course, there was promise that hiring support would be available. However, with the search cancellation announcement, losing this additional



line of support has the potential to impact the ability of other departments to contribute to Futures.

**MOTION:** The motion to table this discussion until the next Undergraduate Council meeting was moved by G. Greivel and seconded by J. Suiter.

**5:00 pm**

**Adjourn at 4:52 pm**

Ventzi Karaivanov

Next meeting: March 26<sup>th</sup>, 4:00-5:00 pm via Zoom. Please send agenda items to Ventzi Karaivanov ([vkaraiva@mines.edu](mailto:vkaraiva@mines.edu)) and Kristeen Serracino ([kristeen.serracino@mines.edu](mailto:kristeen.serracino@mines.edu)) one week prior.