

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2015-2016**  
**Minutes**

1<sup>st</sup> meeting, August 26, 2015—Approved September 2, 2015

Present: Kane Gillespie, Beth Squire, Arlene Feldman, Tim Hyde, Greg Ruf, Dawn Harris, Roy Lacey, Sarah Malmquist, Marie Huffman

Guest: Paula diPasquale-Alvarez

**I. Committee Business**

- 1 Election of Chair: Tim Hyde agreed to continue as Chair of the Undergraduate Curriculum Committee. Thank you, Tim!
- 2 SBC recertification process: The committee reviewed the draft plan for recertification. One or two ad hoc groups of specialists per learning outcome (comprised of members representing the departments that offer courses in a given learning outcome). Each group will summarize observations and recommendations for the SBC Implementation Group.
- 3 Crosslistings: The committee discussed permanent and temporary crosslistings and coscheduled courses. The group is concerned that departments circumvent the approval process and crosslist and coschedule courses that are not an appropriate pairing.  
  
The committee will review current crosslistings, and informally poll departments as to the motivation for crosslistings. Once the committee understands the motivation, we will create a list of best practices for crosslisting and coscheduling, and will work to create a software solution that will help to alleviate the number of incorrectly crosslisted and coscheduled courses.

**II. Routine Administrative Matters**

- 1 remove intermediate-level foreign language requirement for the JRN major (JRN is "delaying implementation" of this requirement): Approved
- 2 Bulletin update: "Enrolling in and passing with a letter grade of C or higher the second semester of an elementary foreign language course numbered 101 or 112, or passing with a letter grade of C or higher a foreign language course certified as LANG.": Approved
- 3 ANT 260 How We Eat moved from 'archaeology' elective courses for ANT major to 'cultural': Approved
- 4 BIO major update: change elective ANT 304 to ANP 304 due to change in designator by the department: Approved
- 5 Add ANP as a crosslist to EBH/BIO 359 Behavioral Ecology: Approved
- 6 Add BIO 304 Genomics to Biochemistry list of electives: Approved
- 7 Add POL 307 as crosslist with AAS 307 Women in U.S.-Asian Relations: Approved
- 8 Add HON 475-EXP+ Honors College Teaching Practicum to assist with TAing HON 101: Approved
- 9 444 0-credit EXP+ courses added for each designator: Approved

**III. Curriculum Proposals**

Postponed until next meeting.

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2015–2016**

**Minutes**

2<sup>nd</sup> meeting, September 2, 2015—Approved September 9, 2015

Present: Tim Hyde, Beth Squire, Arlene Feldman, Dan Gross, Greg Ruf, Dawn Harris, Roy Lacey, Sarah Malmquist, Marie Huffman

**I. Committee Business**

- 1 Minutes from May 13, 2015 and August 26, 2015 meetings: Approved

**II. Routine Administrative Matters**

N/A

**III. Curriculum Proposals**

- 1 Sustainability Studies

The committee approves the addition of CSK 305 Collective Action and Advocacy to the Sustainability majors, along with the removal of the required 100-level CSK courses.

- 2 Linguistics

The committee approves the proposed Bulletin updates for the Linguistics major and minor and the credit change from 3 to 0-3 credits for LIN 495 and 496.

- 3 Anthropology

The committee approves the updates to the Anthropology major/minor requirements, along with the request to inactivate ANT 296 and 361.

The committee approves the proposed ANP/EBH 362 Evolution of Social Complexity, and will inactivate ANP 325 Primate Behavior since the proposed course will replace ANP 325. The committee approves ANP/EBH 362 as a DEC E/STEM+, and requests more detail about the written assignments to satisfy ESI since the level of complexity is not evident in the course syllabus.

- 4 Geosciences

The committee is pleased to approve the proposed updates to the Geology major and course descriptions/prerequisites, along with the proposal to split out lab components from lecture + lab courses. Note that the committee recommends adding TECH to GEO 366 only, and not to both GEO 306 and 366, as students will be taking the lab and lecture at the same time. Please contact Ming Huang in the Dean's office for course fee approvals.

The following courses were made lecture only, and reduced to 3 credits from 4: GEO 306, 309, 403, 407  
The following 1 credit labs were created: GEO 366, 369, 463, 467

- 5 Journalism

The committee is pleased to approve the JRN 366 Press & the Presidency, JRN 367 Opinion & Commentary, and JRN 385 Digital Academy, along with the clarification of title and description for JRN 335 Reporting in New York City. Note that the committee requires a memo of support in order to crosslist JRN 366 with POL.

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3<sup>rd</sup> meeting, September 9, 2015—Approved September 16, 2015

Present: Kane Gillespie, Beth Squire, Arlene Feldman, Dan Gross, Dawn Harris, Sarah Malmquist, Marie Huffman

**I. Committee Business**

- 1 Minutes September 2, 2015 meeting: Approved

**II. Routine Administrative Matters**

N/A

**III. Curriculum Proposals**

- 1 Theatre Arts

The committee began discussion of the proposed Theatre curriculum revision, with the following general questions regarding the proposal:

1. How will the new curriculum enhance time to graduation?
2. The committee requests a complete 8-semester sequence plan, with total credits equal to 120 (minimum credits required to graduate). The sequence should include all required SBCs (including WRT 102 and a second semester language course to satisfy LANG).

See specific comments on courses below. In general, all syllabuses should include course prerequisites, SBC/DEC categories, a course description that matches the description listed in the Bulletin, and course learning objectives that address how the course content satisfies the associated SBC learning outcome.

THR 103 Theatre and Technology--ARTS/TECH	The committee approves ARTS; however, it is not apparent that the course meets the TECH learning outcomes. TECH is a possibility if more detail is given about the four required projects.
THR 111 Shop Safety	Approved, along with inactivation of THR 115.
THR 201 Introduction to Critical Studies I--HUM	The committee approves the change in SBC from HFA+ to HUM. Note that the committee recommends a title related to Theatre such as “Critical Studies in Theatre” since the current title seems unrelated to the department.
THR 202 Introduction to Critical Studies II--HUM	See note on title for THR 201. The committee recommends the SBC HFA+, since the prerequisite course THR 201 satisfies HUM. Is the proposal to change title, or also description? It is unclear as to whether an updated description is requested for THR 201 and 202.
THR 205 Acting II--ARTS	Note that the course description does not match the description in the Bulletin. Since the prerequisite course THR 105 satisfies ARTS, the committee recommends adding the SBC HFA+.
THR 220 Build Crew I THR 221 Run Crew I THR 320 Build Crew II THR 321 Run Crew II	The committee is unclear as to why THR 220 and 221 are S/U grade basis, while 320 and 321 are letter graded. How is the student grade determined? What are the variations between the lower and upper-division iterations of the course? Is it appropriate to require THR 111 Shop Safety as a prerequisite? The syllabus states that the grade is based solely on the number of hours spent in the shop—is this the case? Please specify in the syllabus. Note that the

	university does not allow grades of D-; please remove from the syllabus.
THR 225 Playwriting--ARTS, WRTD THR 326 Playwriting--WRTD	Is the intent to renumber the current THR 326 Playwriting course to THR 225? The department may not offer two courses with the same title and such similar assignments. Please clarify the intent of the proposal.
THR 291 Marketing for the Arts and Performing Arts	Approved
THR 312 American Theatre History--WRTD, USA, HFA+	It is unclear as to whether the department is requesting a change in title to "Topics in American Theatre," as is listed on the updates for the minor. If this is the case, please submit an updated course description, and add the course description to the syllabus.
THR 313 Asian Theatre and Drama--HFA+, GLO	Note that the course description on the syllabus should match the description listed in the Bulletin.
THR 315 Advanced Topics Europe--HFA+, SPK	It is unclear as to whether the department is requesting a change in title and description. If the course is changing to a topics course, is the course repeatable? Please clarify in the syllabus how students meet the requirement for SPK.

**Arts and Sciences Senate**  
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4<sup>th</sup> meeting, September 16, 2015—Approved September 23, 2015

Present: Kane Gillespie, Beth Squire, Tim Hyde, Greg Ruf, Arlene Feldman, Dan Gross, Dawn Harris, Sarah Malmquist, Marie Huffman

**I. Committee Business**

1 Minutes September 9, 2015 meeting: Approved

**II. Routine Administrative Matters**

N/A

**III. Curriculum Proposals**

1 Theatre Arts

The committee continued discussion of the proposed Theatre curriculum revision, and recommends delaying the rollout of both the course changes and curriculum changes to Fall 2016.

Please submit a separate document with the current course description and proposed course description, prerequisites, and SBC/DEC, along with a flow chart detailing which courses lead to other courses in terms of prerequisites. A pencil and paper draft is fine.

See specific comments on courses below. In general, all syllabuses should include course prerequisites, SBC/DEC categories, a course description that matches the description listed in the Bulletin, and course learning objectives that address how the course content satisfies the associated SBC learning outcome.

<p>THR 304 Arts Marketing; replaces current THR 304 Marketing Lab</p>	<p>Note that the course description on the syllabus and proposal do not match. The committee recommends adding a prerequisite to the course (possibly U3/U4 status; permission of instructor). Please list the length of the required papers in the syllabus.</p>
<p>THR 338 Directing I</p>	<p>Is the intent to change the numbering of the current THR 438 to 338? Is there an updated description for the Bulletin? The description on the syllabus is very specific (lists textbook used, etc.); the committee recommends creating a more general description to allow for greater instructor flexibility.</p>
<p>THR 369 Cognitive Approaches to Theatre and Performance-SPK, DEC G</p>	<p>Note that the course description is confusing. It is unclear as to why EGL 204 is an appropriate prerequisite; please clarify. How long is the required final paper? The committee notes that 30 students will not be able to present during one week of the class. What does ‘in class’ mean on the syllabus if nothing is listed next to ‘in class’? What is the class attendance policy?</p> <p>The committee recommends DEC G/SPK for the course, but requests greater justification for ESI and WRTD, such as the research involved and length of the required paper(s).</p>
<p>THR 379 Theories of Performance-WRTD, HFA+, ESI</p>	<p>The course description and objectives are not as convincing or strong as they could be. Note that D- is not an eligible grade, and that students may not be dropped from the course for being unruly. Note typo in the email address on the syllabus.</p>

THR 389 Ethics and Performance--CER	Note typo in email address on the syllabus, and that cheating should be referred to the academic judiciary committee (though the syllabus may state “after being found guilty by the academic judiciary committee, a grade of F is usually assigned for the course”). ESI is not apparent from the syllabus.
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2 Evolutionary Biology

BIO 303/EBH 370-TECH Advanced Human Genetics

The committee approves the proposed BIO 303/EBH 370-TECH Advanced Human Genetics, pending response to the following committee questions and concerns:

1. Note that one class of presentations does not seem that it will accommodate presentations for all of the students in the class.
2. Please provide a sound academic justification for the crosslisting of EBH 370 and BIO 303. The committee suggests listing EBH 370 as an option for the Biology major without crosslisting the course.

3 Asian and Asian American Studies

KOR 220-LANG, GLO, HUM Intermediate Korean for Heritage Speakers

The committee is pleased to approve the proposed KOR 220-LANG, GLO, HUM Intermediate Korean for Heritage Speakers.

4 Sustainability Studies

Ecological Studies and Human Impact

EHI 350-EXP+, STEM+, ~~SNW, ESI~~ Design and Implement a Research Project in Ecotoxicology

EHI 351-EXP+, ~~SNW, QPS~~ Conduct and Communicate a Research Project in Ecotoxicology

The committee is pleased to approve EHI 350 and 351 pending response to the following committee questions and concerns:

1. Since the prerequisites of EHI 350 satisfy SNW, the committee recommends STEM+ instead of SNW. ESI is not evident from the syllabus for EHI 350 since students do not carry out research during the EHI 350 semester.
2. Note that D- is not a university-approved grade, and should be removed from the syllabus.
3. The length of required papers should be noted on the course syllabus.
4. Since the prerequisites for EHI 351 satisfy SNW and QPS, SNW and QPS are not necessary.
5. The syllabus for EHI 351 notes that students should have laboratory experience; however, the prerequisite courses do not include lab. The committee recommends changing the prerequisite to the following to ensure that students have taken a laboratory course: Prerequisite: One of the following: BIO 204, 205, 207, CHE 133, 134, 154, PHY 123, 124, 133, 134, 191, 192
6. The proposal form for EHI 351 states that there are inadequate facilities on campus to support the course. Please address.

5 SUS 343-DEC H, STAS ~~GLO, SNW, SBS+~~ Age of the Anthropocene

The committee is pleased to approve the proposed SUS 343-DEC H, STAS Age of the Anthropocene. Since the proposal requests a DEC H, the committee agrees that STAS (which generally accompanies DEC H) is more appropriate than the requested GLO, SNW, SBS+.

6 Sustainability

The committee is pleased to approve the proposal to add the statement “at least 12 credits applied to the minor are not applied to any major or other minor within the Sustainability Studies Program” to the following minors: Coastal Environmental Studies (COS), Ecosystems and Human Impact (EHI), Environmental Design, Planning, and Policy (EDP), Environmental Humanities (EHM), Geospatial Science (GSS), and Sustainability Studies (SUS).

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5<sup>th</sup> meeting, September 23, 2015—Approved October 7, 2015

Present: Kane Gillespie, Beth Squire, Tim Hyde, Greg Ruf, Dan Gross, Dawn Harris, Sarah Malmquist, Marie Huffman

**I. Committee Business**

1 Minutes September 16, 2015 meeting: Approved

2 Bulletin publication cycle

The Bulletin is currently published twice a year before Fall and Spring enrollment periods. The committee discussed the benefits of publishing twice or once a year, and agreed that a once a year Bulletin publication is preferred, and would allow for more in-depth review of proposals.

An academic year approach is a benefit to students by providing more consistency and stability of information for students and advisors for planning their course selection and allows departments more time to consider the implications of curricular changes without the pressure of publication deadlines and is more consistent with other state universities who have online catalogs or bulletins.

This approach has the full and unanimous endorsement of the Arts and Sciences undergraduate curriculum committee.

**II. Routine Administrative Matters**

1 JNH update to minor--remove LIN 431 from list of elective course options: Approved

**III. Curriculum Proposals**

1 Marine Sciences

MAR 104 Oceanography-DEC E/SNW: online course offering

The committee is pleased to approved the online offering of MAR 104, with the following concern:

- How long are quizzes, and how are the quizzes administered?

The committee commends the department on a thorough and well-written proposal. We plan to use the syllabus as an example of an exemplary online syllabus.

2 Mathematics

MAT 150 QPS, DEC C Honors Mathematics: Introduction

The committee requests responses to the following questions and concerns before further consideration of the MAT 150 proposal.

- Is the course intended for students who do not plan on completing calculus?
- The committee recommends listing a prerequisite of what students need to know to succeed in the course. If a student earns a 1 on the math placement examination, would s/he be able to succeed in the course?
- Please provide more detailed examples of assignments. It is unclear as to whether students will be completing math problems, or learning about math in an abstract way.
- The committee recommends nothing that the course is 'not intended for students who have completed calculus or advanced level mathematics courses.'
- If the course does not satisfy a requirement for the Mathematics major, is it a lead-in course for the major?

3 Evolutionary Biology

EBH 381/BIO 305-TECH Genomics Laboratory

The committee is pleased to approve the proposed EBH 381/BIO 305-TECH Genomics Laboratory.

4 **Biology**

The committee approves the proposed updates to the Biology Bulletin entry and course prerequisites.



**Arts and Sciences Senate**  
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6<sup>th</sup> meeting, October 7, 2015—Approved November 11, 2015

Present: Kane Gillespie, Beth Squire, Tim Hyde, Greg Ruf, Dan Gross, Dawn Harris, Arlene Feldman, Sarah Malmquist, Marie Huffman, Roy Lacey, Hui Zhu

**I. Committee Business**

- 1 Minutes September 23, 2015 meeting: Approved
- 2 MAT 150-QPS Honors Mathematics: Introduction: Approved on the basis of departmental responses.

**II. Routine Administrative Matters**

- 1 Inactivate JRN 103-G News Literacy: Approved

**III. Curriculum Proposals**

- 1 5 year accelerated, combined BA in Linguistics plus MAT in French, leading to teacher certification in ESL (grades K-12) and French (grades 7-12)

The committee approves the proposed 5 year accelerated, combined BA in Linguistics plus MAT in French, leading to teacher certification in ESL (grades K-12) and French (grades 7-12) with the following comments:

- Please list the SUNY general education categories instead of the Stony Brook Curriculum learning objectives. The list of SUNY general education categories is listed in the proposal, and is available online at <http://www.suny.edu/attend/academics/genedreq/>
- Please verify the faculty listing in terms of % teaching in the program so that it is not flagged at the SUNY level.

- 2 Mathematics

MAT 220-STEM+ Vector Algebra and Geometry

The committee requests responses to the following questions and concerns before further consideration of the MAT 220 proposal.

- To meet the STEM+ SBC learning objective as requested on the proposal, the course requires a prerequisite that meets QPS. Without such a prerequisite, the course would be certified as QPS instead of STEM+.
- What is the intended logic behind the proposed MAT 150 and 220? How do these courses fit in with the existing sequences?
- What textbook is used in the course?

- 3 Linguistics

LIN 120-TECH Language and Technology

The committee is pleased to approve the proposed course LIN 120-TECH Language and Technology, and commends the department on a thorough course proposal.

- 4 European Languages, Literature, and Culture

HUF 319-GLO, HFA+ Women of the Middle East

Though proposed as a topic for a topics course, the committee recommends creating a permanent course for 'Women and the Middle East,' and recommends that the department add a separate topics course for use when trying potential course topics. Note that the syllabus states that each unexcused absence will result in a 2-point deduction from the final course grade, but that could account for more than 10% attendance as listed in the syllabus.

Interim Department Chair Judy Lochhead approved this suggestion electronically on October 7 after the committee meeting, and will submit a course number and description for a generic topics course.

HUF 319-GLO, HFA+ Women of the Middle East is approved effective Spring 2016.

5 Asian and Asian American Studies

AAS 441-HFA+ East Asia: History and Culture

The committee requests responses to the following questions and concerns before further consideration of the AAS 441-HFA+ East Asia: History and Culture proposal.

- The course does not seem rigorous enough for a 400-level course. The course description is rather vague and cursory, lacking the specificity typical of an upper-division (especially 400-level) course. Helping students to "have a solid knowledge" of East Asian society and culture seems more basic than advanced (in fact, the learning objectives stipulate that students will acquire [only] "a basic body of knowledge" about the subject matter). The proposed texts also seem rather introductory in nature (essentially 'readers' and 'sourcebooks'), and perhaps more appropriate to a lower-division survey course; the committee recommends inclusion of one or more additional text(s), perhaps offering secondary analysis. In addition, the time line covered in the course is too broad to allow review in detail, as is expected of a 400-level course. Furthermore, it is not clear how "globalization" will be covered or taught.
- The course learning objectives list 'obtain comprehension of research methods,' which is not apparent from the assignments or course content. Please explain how this learning objective will be met. They also list "understand[ing] the global importance of East Asian culture and its contribution to American society." Please also explain how this learning objective will be met.
- The course learning objectives also list "Be able to write clearly and grammatically in English;" is this a learning objective taught in the course, or are students expected to enter the course with this ability? If prior knowledge is expected, the committee recommends adding a prerequisite of WRT 102.
- Note that the syllabus should list grades of D and F on the syllabus. The committee recommends reviewing the course curriculum if 55% is equivalent to a C-.

6 ESL designator change

The committee approves the change in course designator from ESL to OAE for Oral Academic English and WAE for Writing Academic English for Fall 2016.

The committee requests the findings from the assessment plan in place to determine whether the ESL grade basis change has been effective.

**Arts and Sciences Senate  
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7<sup>th</sup> meeting, November 11, 2015—Approved November 18, 2015

Present: Kane Gillespie, Beth Squire, Tim Hyde, Greg Ruf, Dan Gross, Dawn Harris, Sarah Malmquist, Marie Huffman, Hui Zhu

**I. Committee Business**

1 Minutes October 10, 2015 meeting: Approved

2 Courses for which prerequisites are not being enforced:

Kane notes that of 2,500 courses with prerequisites programmed in PeopleSoft, 250 courses do not have prerequisites enforced. The committee agrees that agreed upon prerequisites should be enforced, and members assert that student success is contingent upon having an appropriate foundation when beginning the class.

The committee makes three suggestions regarding the enforcement of prerequisites:

1. Give a timeframe to departments to enforce the prerequisites, and, if not enforced, the prerequisites will become advisory.
2. Make PeopleSoft default to 'on' for programmed prerequisites instead of 'off,' as is currently the case.
3. Ask each department to conduct a curricular review every five years so that the department will ensure that the programmed prerequisites are appropriate and in line with the curriculum.

3 Digital badges

The committee began discussing undergraduate digital badges. Students could earn badges through skills and knowledge earned in the classroom, and these badges will showcase achievement and knowledge useful in the job market.

**II. Routine Administrative Matters**

1 ATM 103 name change to "Extreme Weather" from "Atmospheric Extreme Events": Approved

2 Component updates: Approved

EGL 217-change to Lec+Rec from Lec only; EGL 398-change to Lec+Lab from Lec only  
EGL 301--change to Seminar+Rec from Seminar only

3 Updates to CHI courses: Approved

4 Add permanent crosslist AAS 336 to existing HIS 338 and POL 340 to existing AAS 310: Approved

**III. Curriculum Proposals**

1 English

The committee approves the following proposals effective Fall 2016.

EGL 370-G/HFA+/CER Literature and Ethics

The committee approves the proposed course EGL 370-G/HFA+/CER Literature and Ethics, with the following recommendations:

- Note that the course description on the syllabus does not match the description listed on the course proposal form for publication in the Bulletin. The descriptions should match.
- Please include grading rubric on the course syllabus.
- The required syllabi statements should match those listed on the Provost's website:  
<http://www.stonybrook.edu/commcms/provost/resources/responsibility.html>

EGL 376-HFA+ The Literature of Imperialism, requesting CER, GLO

The committee approves the additional SBC learning objectives CER and GLO for the existing course EGL 376-

HFA+. Note that the committee is impressed with the syllabus topic submitted with the proposal, and recommends making the topic a permanent course, and making the CER learning outcomes more evident in the course syllabus.

EGL 394-STAS Topics in Literary and Cultural Studies of Science and Technology, requesting CER  
The committee approves the additional SBC learning objective CER for the existing course EGL 394-STAS.

2 Asian and Asian American Studies

Change CHI/KOR/JPN 426 from HFA+ to SBS+

The committee agrees that without an SBS prerequisite, the 426 courses are not appropriate for the SBS+ learning objective. The committee makes the following recommendations:

- Since the courses do seem to be social and behavioral sciences in nature, the committee recommends the learning outcome SBS instead of SBS+. Alternately, if the department would like to propose the SBS+ learning objective, the committee recommends adding an appropriate SBS certified course as a prerequisite, or adding a general prerequisite of 'one SBS course.'
- The committee agrees that all three 426 courses meet the learning outcomes of the SPK learning objective, and will add the SPK learning objective to the courses effective Fall 2016.

3 Mathematics

MAT 220-STEM+ Vector Algebra and Geometry

The committee approves the proposed course MAT 220-STEM+ Vector Algebra and Geometry based on the responses from the department.

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2015–2016**  
**Minutes**

8<sup>th</sup> meeting, November 18, 2015—Approved December 2, 2015

Present: Tim Hyde, Kane Gillespie, Beth Squire, Arlene Feldman, Greg Ruf, Dan Gross, Dawn Harris, Sarah Malmquist, Marie Huffman, Hui Zhu

**I. Committee Business**

1 Minutes November 11, 2015 meeting: Approved

2 Courses for which prerequisites are not being enforced:

Arlene notes that prerequisites continue to be an obstacle for registering international students since international courses have not been evaluated for equivalency. Prerequisites continue to be a problem registering new students at orientation when representatives are not available from each department to override enforced prerequisites.

The committee (KG) will ask the Registrar's office to run a historical report to see what prerequisites have been enforced, and determine whether a lack of enforced prerequisites has affected student grades in the course.

The committee recommends that departments that have not been enforcing prerequisites weigh in as to whether they would like to see the current programmed prerequisite be made 'advisory.'

Though there is some disagreement among committee members as to whether the default prerequisite value be changed to 'on' from 'off' in PeopleSoft, the general consensus is that it should be made 'on,' while advising departments that they are still able to change the value to 'off' so that programmed prerequisites are not enforced.

3 Digital badges

The committee continued discussion of undergraduate digital badges, and members would like to see empirical data that supports that the badges are valuable in the entry-level job market or when applying to graduate school.

The committee questioned whether the badges would be reflected on student transcripts, and asked which office will handle the substantial administrative support required for the badge initiative.

4 Summer Online Teaching Initiative Proposals

The committee approves the proposed online Summer 2016 courses, but has a few requests or conditions:

- Although the committee thinks it is an implicit assertion, the committee asserts that the learning objectives and outcomes for the online courses should be substantially equivalent to objectives and outcomes of the approved in-person version of the courses.
- The committee requests that each of the proposal authors work closely with TLT to ensure that the newly developed syllabuses incorporate best practices, and recommends that each instructor teaching online for the first time attend a training session led by TLT.
- The committee requests to participate in the review of these new syllabuses at a point in the review process that would allow them to provide constructive feedback
- The committee requests assessment after completion of the summer session to determine whether the online format is successful in meeting the learning objectives of the proposed courses.

**II. Routine Administrative Matters**

1 Make MUS 235 African Drumming and MUS 335 Advanced African Drumming (each 1 credit) repeatable to a maximum of 4 credits each: Approved

### **III. Curriculum Proposals**

1 English

The committee approves the following proposal effective Fall 2016.

EGL 389-STAS Science Fiction, requesting CER

The committee approves the additional SBC learning objective CER for the existing course EGL 389-STAS Science Fiction.

Arts and Sciences Senate  
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**Minutes**

9<sup>th</sup> meeting, December 2, 2015—Approved February 2, 2016

Present: Tim Hyde (chair), Roy Lacey (chair-elect), Arlene Feldman, Greg Ruf, Dan Gross, Dawn Harris, Sarah Malmquist, Kane Gillespie, Beth Squire

**I. Committee Business**

- 1 Minutes November 18, 2015 meeting: Approved
- 2 Meeting time for next semester: The committee will meet Tuesdays, 10-11:30AM in the CAS Dean's office conference room.
- 3 Chair  
Roy Lacey agreed to serve as Chair of the committee for the Spring 2016 semester. Thank you for volunteering to serve, Roy!  
Congratulations to Tim Hyde, who is leaving the university to become partner at a digital media company. Thank you for your dedication to the committee and to the university. You will be missed by all.
- 4 Annual Report  
The committee approved the 2014-2015 Annual Report.

**II. Routine Administrative Matters**

N/A

**III. Curriculum Proposals**

- 1 Global and International Studies major – proposal from Adrian Perez Melgosa and Tim Moran  
While the proposal is still in draft format, the committee agrees that the major is an interesting idea, but members have some general concerns regarding the proposal, as follows:
  1. Although the proposal is in draft format, the committee would eventually request clarification regarding administrative concerns that would affect the delivery of the proposed major: The committee raised initial has questions as follows: In which department will the administrative work of the major be handled? Who will serve as Undergraduate Director and Advisor to students in the major? In which department will the major be housed in terms of faculty oversight and curricular consistency? What financial resources will be provided to support the major? In which department(s) is the research on Global Studies conducted as foundation to the curriculum? The committee asserts that majors and other programs require the support and commitment of a group of faculty to succeed, and it is not clear who would have department-level ownership of the major and provide stability and support. The committee recalled historic examples of interdisciplinary programs that have faced or currently face challenges: Social Sciences Interdisciplinary (now defunct) and Women's Studies; the interdisciplinary major in American Studies, which is challenged in that it has few students enrolled in the programs and few faculty to champion the research or the curriculum; and Human Evolutionary Biology, which although relatively new, is challenged with administrative issues and enrollment.
  2. The committee calculates that the major will require more credits than are listed, since the majority of the 200- and 300-level course options require prerequisites of 100-level courses outside of the major. The committee asks the author to reconsider the total number of credits.
  3. The committee asserts that with so many course options for the major, it will be a significant challenge to provide a common academic experience for students graduating with the degree. As a result it will create additional challenges in 'selling' a major that lacks a common academic. As written, the major resembles the Multidisciplinary Studies major.
  4. The committee is concerned about the overlap with the existing International Studies minor and the Global Studies Undergraduate College. The committee strongly encourages the authors to coordinate with the directors of those programs to ensure that the apparent overlap of these programs is not an obstacle to students.
  5. For the proposal to go forward to Albany, it must be in the appropriate format. Please see <http://www.stonybrook.edu/commcms/ascc/whattodowhen.html>

Arts and Sciences Senate  
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**Minutes**

10<sup>th</sup> meeting, February 2, 2016—Approved February 9, 2016

Present: Roy Lacey (Chair), Arlene Feldman, Greg Ruf, Dawn Harris, Sarah Malmquist, Marie Huffman, Beth Squire, Hui Zhu

**I. Committee Business**

- 1 Minutes December 2, 2015 meeting: Approved
- 2 Note that the committee will meet next week, Feb. 9, from 9-11:30 in the Dean's office conference room.

**II. Routine Administrative Matters**

- 1 Change prerequisite for MAT 336 from MAT 200 or AMS 301 to MAT 200 or MAT 203 or MAT 307 or AMS 261: Approved
- 2 Routine updates to CHE major/minor: Approved
- 3 Add DEC J to HUF 319-GLO, HFA+ Women of the Middle East: Approved
- 4 Add recitation to lecture course CHE 301. Credits remain unchanged: Approved
- 5 ARS 359: change prerequisite from ARH 102 and ARS 255 to ARH 206 and ARS 255 since ARH 102 is inactive: Approved
- 6 WRT 301 topic 'Tutor Training' requesting own course number, WRT 306 Syllabus submitted: Approved
- 7 Inactivate HIS 475 Undergraduate Teaching Practicum as per Susan Hinely: Approved
- 8 Inactivate PHY 100: Approved
- 9 Add SCH 444 Experiential Learning for University Scholars program: Approved

**III. Curriculum Proposals**

- 1 Experiential Learning

The committee approved the following courses as EXP+:

ARS	487	Advanced Directed Projects in Studio Theory and Practice
ARS	495	Senior Honors Project in Studio Art
ARH	485	Projects in Art History and Criticism in New York City
ARH	495	Senior Honors Project in Art History and Criticism
ANT	496	Senior Honors Project in Anthropology
ANP	496	Senior Honors Project in Anthropology
BUS	487	Independent Research
BUS	496	Business Honors Program Thesis
EBH	496	Senior Honors Project in Human Evolutionary Biology
WRT	306	Tutor Training
HIS	487	Supervised Research
HAL	481	Athletic Training Practicum I
HAL	482	Athletic Training Practicum II
HAL	484	Athletic Training Practicum IV



HAL	486	Athletic Training Practicum VI
HAN	449	Project in Disability Studies
HAN	478	Internship in Environmental Health
HAN	499	Health Science Teaching Practicum
HAS	399	Allied Health: Independent Study
HAT	340	Cardiovascular Clinical
HAT	350	Basic Respiratory Care Clinical
HAT	353	Pulmonary Diagnostics Clinical
HAT	411	Clinical Teaching in Respiratory Care
HAT	475	Polysomnographic Technology I Clinical
HAT	476	Polysomnographic Technology II Clinical
HAT	482	Physiologic Monitoring Clinical
HAT	487	Cardiopulmonary Rehabilitation Clinical

The following courses were not approved, and syllabuses were requested from the departments for further review (note that after the Feb. 1 deadline, SBC changes will be considered for the Fall 2017 semester).

SBC	325	Environmental Writing and the Media	requested syllabus
EDP	307	Theories and Design of Urban Settlements	requested syllabus
CSK	305	Collective Action and Advocacy	requested syllabus
ENV	301	Sustainability of the Long Island Pine Barrens	requested syllabus
EDP	404	Environmental Design Project	requested syllabus
SBC	401	Integrative, Collaborative Systems Studies	requested syllabus

## 2 BA in Biology

The committee agrees that the BA in Biology would be attractive to students and provide an alternative to the BS in Biology; however, before supporting the proposal, the committee would like to discuss the following concerns:

1. The second semester of the Calculus sequence serves as a prerequisite for CHE and PHY courses that are required for the BA in Biology. The committee would like to see the course required for the major since it is necessary to enroll in the required science courses.
2. The required minor seems overly restrictive, and would provide a barrier to students completing the degree in eight semesters. The committee recommends an 'area of specialization' (a focus area of four courses in a particular area of interest) instead of a minor.
3. The requirements to sit for the MCAT exam (Psychology, Sociology, Biochemistry) are not included in the requirements for the major. If the major is intended for pre-medical students, the committee recommends adding these courses so that they will be covered by TAP for students enrolled in the major.
4. The committee is concerned about transfer mobility. As written, the committee does not feel that it is feasible for transfer students with an A.A. or A.S. degree from a community college to complete the major and required minor in an additional two years.

The committee invites a representative from the department to address the committee concerns at our next meeting, Tuesday, Feb. 9, at 11AM.

## 3 Updates to the History program

1. Attachment A, Reasons for the Proposal is incorrect in nothing that DEC category K may only be satisfied by a course taken at Stony Brook.
2. The committee would like to see more consistency with the SBCs. For example, almost all of the 300 level courses are SBS+ except for 308 and 318 which are SBS/GLO. The 200 levels (many without a prerequisite) should have a SBS besides what they have now. HIS 100 should be certified as an SBS.
3. How does the proposed HIS 384 Race and Ethnicity in Latin America relate to the existing course AFS/ANT 360 Race and Ethnicity in Latin America and the Caribbean?
4. The department is requesting that the course HIS 388 Slavery in Latin America and the Caribbean be deleted; however, it is an AFS course crosslisted with History.

5. HIS 205 Aztec Civilization: The Learning Objectives and Learning Outcomes are not clear; they appear to be conflated.
6. The workload for HIS 258 seems too heavy for a 200-level course (it appears that the original workload from when it was offered as a 300-level course is still in place). Note that the Map Quiz percent value is missing from the grade basis on the syllabus. The committee recommends keeping the course at the 300-level. Please clarify how the grade will be assigned (there is no information beyond 10% based on participation).
7. HIS 401 does not seem to include the peer evaluation of presentation, required for SPK certification.
8. Note that courses may only carry 1 DEC category. HIS 206 may not be certified as both DEC I and DEC F.
9. HIS 211: Note that the grading section should be corrected—there is no “Stony Brook grading system,” nor is there a grade of A+ that may be assigned.
10. HIS 223: Is the title West African History or Regional African History?
11. HIS 229: The committee would like more information on the length of the final essay to determine if it is appropriate for a 200-level course.
12. HIS 230: Since this course is very similar to 229 (but later in history), should it also require the prerequisite of HIS 101 or 102? The committee would like more information on the length of the final essay to determine if it is appropriate for a 200-level course, especially since the 230 syllabus lists a longer midterm essay than the 229 syllabus.
13. HIS 256: It looks like #44 on the new course proposal (how will students be evaluated?) was copied from the information for 205 (includes the Trial of Cortes).
14. HIS 368: This course could potentially be STAS, but not GLO since the prerequisite courses satisfy GLO.
15. HIS 383: If the course is proposed as HFA+ it should have at least one HUM course prerequisite.
16. HIS 384: No GLO since the prerequisite courses satisfy GLO. The written assignments and group presentation are not described in enough detail to know if it is appropriate for the level, #82 on the proposal says it should be a 200-level course but it is proposed as a 300 level course, #91 estimated enrollment is not complete. How does the proposed HIS 384 Race and Ethnicity in Latin America relate to the existing course AFS/ANT 360 Race and Ethnicity in Latin America and the Caribbean?
17. In general, syllabi seem to lack the required Provostial statements (see <http://www.stonybrook.edu/commcms/provost/resources/responsibility.html>), SBC specific learning outcomes, and general course learning outcomes.

Arts and Sciences Senate  
**Undergraduate Curriculum Committee**  
Academic Year 2015-2016

**Minutes**

11<sup>th</sup> meeting, February 9, 2016—Approved February 16, 2016

Present: Roy Lacey (Chair), Arlene Feldman, Dawn Harris, Sarah Malmquist, Marie Huffman, Beth Squire, Kane Gillespie

**I. Committee Business**

- 1 Minutes February 2, 2016 meeting: Approved
- 2 Note that the committee will meet next week, Feb. 16, from 9-11:30 in the Dean's office conference room.

**II. Routine Administrative Matters**

- 1 N/A

**III. Curriculum Proposals**

- 1 Foreign Language Teacher Prep  
FLA 307-~~HFA+~~ Critical Pedagogy

The committee approves the proposed new course FLA 307 Critical Pedagogy for offering both online and face to face. Note that HFA+ is not evident from the syllabus, and the course is therefore approved without HFA+. If the department would like to revise the course syllabus, the committee recommends adding learning outcomes that relate to the HFA+ objectives. The syllabus is vague as to how the online discussion board will be graded; please add a more specific grading rubric.

FLA 439-TECH Technology Literacy for Foreign Language Teachers

The committee approves the updated description, syllabus, and addition of SBC learning outcome TECH for FLA 439 Technology Literacy for Foreign Language Teachers.

- 2 Teacher Education

The committee has the following questions and concerns regarding the proposed changes and updates to the teacher education program:

1. For students taking undergraduate courses, the committee is reluctant to attach three SBC categories to existing courses, and recommends distributing the SBC categories among the proposed courses in such a way that students will complete satisfy the SBC requirements in sequence rather than in bulk. Since students have to take each course in the sequence, the committee recommends distributing the SBC categories and therefore allowing the instructors to focus on each of the SBC learning objectives.
2. As a stop gap administrative solution for students in accelerated BA/MA or BA.MAT programs taking graduate courses, the committee agrees with the rationale for a proposed 0-credit course (in each of the disciplines, MAE, SCI, FLA, SSE, etc) that will carry EXP+, CER, and SPK. However, these courses should be available to these students only after or in parallel to when they have satisfactorily completed (or are completing) the courses that deliver the SBC learning objectives. Also, the committee recommends adding course pre/co-requisites to ensure appropriate enrollment. Please contact Kane or Beth to discuss which courses are appropriate to list as prerequisites.

- 3 Environmental Humanities

EHM 321-WRTD, HFA+ Utopias and Dystopias and the Environment in Literature, Culture, and Film

Please address the following committee questions and concerns regarding the proposed new course EHM 321-WRTD, HFA+ Utopias and Dystopias and the Environment in Literature, Culture, and Film.

1. Note that as proposed, the course learning outcomes could use some revision. For example, in some cases, the learning outcomes do not embody the three major characteristics on the following link <http://facultycenter.stonybrook.edu/assessment/articulatingstudentlearningoutcomes>
2. Required films may not be shown during campus life time. Please clarify when/where the students are required to view the films. For example, if students are asked to view at home, how should they access the films?
3. The class schedule seems incomplete, and only lists the titles of books and not activities.

4. Based on the information provided, the committee perceives an imbalance between the relatively high amount of assigned readings and relatively light amount of writing assignments. The former could be appropriate for a 300 level course, but the committee is concerned that the latter is too light for a 300 level course. Please clarify.
5. To satisfy the SBC learning outcome WRTD, the course will need to contain more substantial writing assignments (journal entries do not count toward this requirement). Please see link [http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree\\_requirements/WRTD.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/WRTD.php)
6. There is a misalignment in the required work and assignments listed under course objectives.--note that the terminology should match to avoid confusion (as an example, the final project seems to be referred to as 'research essay' in some areas of the syllabus). Please clarify or amend as needed.

#### 4 Physics and Astronomy

The committee is pleased to approve the proposed Bulletin updates to Physics and Astronomy with the exception of the proposed changes to merge PHY 121/123 and PHY 122/4 into 4-credit courses.

The committee has concerns regarding the proposal to merge PHY 121/123 and PHY 122/4 into 4-credit courses. The committee recommends leaving the lecture and laboratory separate, as they are now.

The General sense of the the CC is that it is better to keep the lecture and lab as separate course numbers, primarily because the members did not see a clear reason for merging them. Please clarify and provide additional details for what the academic benefit to students will be in merging the lecture and lab components into one course number. Below are a few concerns of the committee to consider.

- How will doing so impact the active learning version of PHY 121/122? If the labs are merged into 121/122, the active learning students would need to register for a lab since the registrar's office cannot offer the course both ways.
- The only justifications provided for merging the labs is that "This will eliminate a lot of confusion" and an example or two were provided.
- The committee is concerned that the change will have unintended consequences. The committee attempted to think of all the possible issues, but only had the few examples to consider. Whereas merging the labs might eliminate some problems, leaving the laboratory and lecture separate provides for greater flexibility.
- Please clarify what would happen in these scenarios:
  - a student fails the lab portion of the course but passes the lecture portion (or vice versa). Would the student then need to repeat the entire 4-credit course?
  - Although students from another university can take the lab only using the PHY191 option, how would we accommodate students who need only the lecture portion? Would the student then need to repeat the entire 4-credit course?
- It is unclear if there is pedagogical advantage to merging the lecture and lab into one course number. Please provide additional information.
- Other departments schedule their lecture and labs as separate course numbers (e.g., CHE 131/CHE 133); in addition, the other intro physics sequences also have separate labs (PHY133 is the lab for both PHY 125 and PHY 131 sequences). The committee proposes that maintaining consistence by keeping the lab component separately numbered courses could avoid more confusion than it causes.

#### 5 Turkana Basin

The committee is pleased to approve the proposed Turkana Basin Summer Field School, along with the new course ANP 308 Paleoanthropological Field Methods and the updates to the existing courses ANP 310 Environments, Ecosystems and Evolution: Evidence from the Turkana Basin (formerly ANP 308) and ANT 321 Archaeological Field Methods.

Note that the proposed course ANP 308 Paleoanthropological Field Methods in the Turkana Basin was not approved as a DEC H. It is not evident from the syllabus that the course meetings the learning outcomes for DEC H.

ANP 308/ANP 310/ANT 321 were approved as a cluster: TECH, EXP+

ANP 308 was approved as STEM+

ANP 310 was approved as SNW, GLO

Note that the other approved Turkana Basin Paths/Themed Clusters have their own Bulletin entries outlining the requirements and benefits (see <http://sb.cc.stonybrook.edu/bulletin/workingcopy/academicprograms/tbo/degreesandrequirements.php> as an example). Please submit a Bulletin entry for the Summer Field School.

#### 6 Journalism

JRN 350-CER Journalistic Judgment & Ethics, requesting ESI

The committee is pleased to approve the additional SBC ESI for JRN 350-CER Journalistic Judgment & Ethics.

5 Undergraduate Biology

BA in Biology

The committee thanks Peter Gergen and the Biology advising team for visiting the 2/9 meeting to discuss the proposed BA in Biology.

While the committee does support moving forward with the SUNY Program Announcement (aka., letter of intent) for the BA in Biology, there continues to be concern and reservations among the committee regarding time to completion, vis-à-vis the required minor. The committee encourages the department to proceed with the letter of intent but has not yet approved the proposed BA for submission to SUNY. Please re-submit a full proposal to continue discussion with the curriculum committee after receiving a response from SUNY regarding the Program Announcement. Please let us know the status from SUNY.

Please see the committee's reservations below regarding the potential impact on time to completion:

Regarding transfer students:

1. The sample course sequences for transfer students seem overly optimistic about how easily students pick, proceed, and complete a minor. Indeed, Philosophy was pointed out as a low-credit minor; however, success in timely completion required that the sample student take three upper-division Philosophy courses in one semester, a feat that the department does not recommend for their own majors or minors due to the high amount of reading and writing required for 300- and 400-level Philosophy courses. It seems that students would trade the high science workload of the BS program for a high humanities/social sciences workload.
2. While the sample transfer sequences were helpful, the committee would like to see actual data from the proposed minor departments regarding frequency of course offerings, prerequisite courses, etc., and letters of support from those departments stating whether completing the minor in 4 semesters is a realistic goal. From the experience of committee members, it is unrealistic that a transfer student will have two or more courses in an area that they would be interested in pursuing as a minor. It seems more realistic to expect that students' "minor" interests take time to develop. Choosing a minor based on the fastest completion time is not a happy arrangement for the student nor for the faculty and other students in those classes.
3. Many transfers students arrive at SB with one or more PSY courses, but these courses will not count toward a PSY minor because such a minor does not exist. FYI
4. Although there are several very attractive minors in Humanities at Stony Brook, most transfers will not have satisfied the intro courses in these minors before they matriculate at Stony Brook, thereby possibly reducing demand among transfer students for these minors (eg., Religious Studies, American Studies, Cinema and Cultural Studies, Women and Gender Studies, Writing

Other concerns:

5. Without proper advising, many students will delay most of their minor upper-division classes for their Junior and Senior year. It is important therefore that the University ensure that there will be enough seats available in the minors to facilitate completion and to provide appropriate advising to keep students on track.
6. In addition to the changes in prerequisites (eliminating second semester calculus as a requirement) for CHE 132, the committee requests more information on whether similar changes to prerequisites are needed in PHY courses for biology students.
7. Will students who only complete one semester of calculus be at a disadvantage when applying to medical school? That is, do some medical schools still require two semesters of calculus, or is one semester sufficient?
8. Although Albany currently requires a minor as part of the BA in BIO, Albany also has fewer Gen Ed requirements than SB. The committee would like to see as part of the full proposal a few sample 8-semester sequences that includes paths to complete the BA with a minor and all required Gen Ed courses.

Arts and Sciences Senate  
**Undergraduate Curriculum Committee**  
Academic Year 2015–2016

**Minutes**

12<sup>th</sup> meeting, February 16, 2016—Approved February 23, 2016

Present: Roy Lacey (Chair), Dawn Harris, Greg Ruf, Marie Huffman, Beth Squire, Kane Gillespie, Robin McCarthy

**I. Committee Business**

- 1 Minutes February 9, 2016 meeting: Approved
- 2 Note that the committee will meet next week, Feb. 23, from 9-11:30 in the Dean's office conference room.
- 3 Responses to History course proposals: The committee approves the updated History course proposals.
- 4 Physics: Combining of PHY 121 lecture + 123 lab (and 122/124): The committee requests that the department delay implementation of combining the lecture and lab until Fall 2017 to allow the department and college staff enough time to communicate the change to all programs that use the course as a requirement for a major or minor or as a course prerequisite and to solicit comments from those programs. This change has potential cascading effects throughout the curriculum in other departments, and the tight timeline for the April 1 publication deadline does not allow for proper research and communication.

**II. Routine Administrative Matters**

- 1 Routine updates to Hellenic Studies minor: Approved
- 2 SPN updates to course descriptions to remove Regents mention; prerequisite updates: Approved
- 3 EGL routine changes: Approved
- 4 MUS 450 Seminar in the History of Music: change prerequisite from Advisory Prerequisite: MUS 350-352; MUS 322 or 323, depending on topic to Prerequisite: one of the following: MUS 322, 323, 350, 351, 352: Approved

**III. Curriculum Proposals**

- 1 Chemistry  
Update to CHE 132 prerequisite: Prerequisite: C or higher in CHE 129 or CHE 131; ~~C or higher in CHE 125 and D or higher in CHE 129 or CHE 131~~ Pre- or Corequisite: MAT 125 for those who took CHE 129 or BA Biology Majors; MAT 126 or higher for all others  
  
There is some concern about putting students at risk without requiring MAT 126. If MAT 126 is not required for student success, would it be appropriate to remove 126 entirely from the prerequisites? The committee also proposes that since the MAT 126 requirement is a gauge for student preparation in processing complexity, would it be appropriate to indicate a statistics course as an alternative to MAT 126?
- 2 Asian and Asian American Studies  
  
The committee is pleased to approve the proposed new course AAS 323-DEC J/GLO/SBS+ Language and Society in Korea.
- 3 Undergraduate College Academies  
  
The committee is pleased to approve the proposed updates to the minors and courses related to the Undergraduate College Academies, but with some concern about the overlap among the Digital Arts minor, the cDACT program vis-à-vis their plan curricular plans, the Media Arts minor, and the recently proposed changes to both the Cinema and Cultural Studies major and the Art History major. It seems that research and curricular goals in all of the programs are evolving toward adopting the term “media” in the descriptions. The committee is concerned that to avoid confusion among students, clarity should be achieved as to how each of these programs is distinct. The Committee recommends a summit meeting among

these departments and their respective Dean and/or Director to discuss the research and curricular goals of each program with respect to students.

4 Sociology

The committee is pleased to approve the proposed new course SOC 388-SBS+, GLO, DEC J Sociology of Islam.

5 Cinema and Cultural Studies

The committee approves the proposed updates to the major, minor, and courses, with the following comments and concerns:

1. The degree seems to be missing the 'Cultural Studies' aspect. Please clarify.
2. There is some concern about the overlap among the Digital Arts minor, the cDACT program vis-à-vis their plan curricular plans, the recently approved changes to the Media Arts minor, and the recently proposed changes to both the Cinema and Cultural Studies major and the Art History major. It seems that research and curricular goals in all of the programs are evolving toward adopting the term "media" in the descriptions. The committee is concerned that to avoid confusion among students, clarity should be achieved as to how each of these programs is distinct. The Committee recommends a summit meeting among these departments and their respective Dean and/or Director to discuss the research and curricular goals of each program with respect to students. Note that the faculty member assigned to the course must be present during film viewing.
3. The new course CCS 200 Media History is approved without HUM. HUM is not evident from the course syllabus.
4. The new course CCS 202 Film Genres is approved without HUM. HUM is not evident from the course syllabus as provided.
5. The new course CCS 382 Topics in Media and Popular Culture is approved; however, STAS is not evident from the syllabus as provided. Course is approved without STAS.
6. CCS 382 and 383 have no prerequisites listed. The committee recommends 'Prerequisite: CCS 101 and U3/U4 status' to remain consistent with other upper-division proposals.
7. The major includes the note "All courses used to satisfy major requirements must be passed with a grade of C or higher," though some of the courses now listed as options have an S/U grade basis (475/476/488). The committee recommends changing the note to read, "No more than six credits of S/U grading may be applied to the major." Note 2 on the major requirement sheet also needs updating to reflect the change.

6 English

The committee approves the EGL 192 Introduction to Fiction syllabus for offering in high schools as part of the ACE program.

7 Online course offerings (Undergrad Biology, European Languages, and Art)

The committee reviewed several proposals to convert existing brick and mortar courses to online

The committee agrees in theory with offering the following courses online; however, requests that all faculty who plan on teaching an online course meet with The Faculty Center as early as possible to review and finalize the online syllabus, to consult on the feasibility of your course development timeline, and to receive training, if needed. The Faculty Center has discretion to postpone the development of proposals that do not meet Stony Brook's standards for appropriate online course delivery. The committee also encourages a yearly assessment of outcomes to compare the in-person and online versions of the courses.

- AAS 232 Introduction to Asian American Literature and Film
- AFH 205 Contemporary African Literature
- ARH 208 History of Photography
- ARH/ARS 308 Writing About Art
- BIO 361 Biochemistry I
- FRN 410 Business French
- HUF 211 French Cinema
- HUF 216 French Civilization through the Ages
- HUF 319 Women of the Middle East
- HUI 216 Italian Civilization Through the Ages
- HUI 392 History of Mafias
- RLS 270 Christianity

Arts and Sciences Senate  
**Undergraduate Curriculum Committee**  
Academic Year 2015-2016

**Minutes**

13<sup>th</sup> meeting, February 23, 2016—Approved March 1, 2016

Present: Roy Lacey (Chair), Dawn Harris, Sarah Malmquist, Hui Zhu, Greg Ruf, Marie Huffman, Beth Squire, Kane Gillespie, Robin McCarthy

**I. Committee Business**

- 1 Minutes February 16, 2016 meeting: Approved
- 2 Note that the committee will meet next week, March 1, from 9-11:30 in the Dean's office conference room.

**II. Routine Administrative Matters**

- 1 BIO 366 Molecular Microbiology Laboratory--make 4 credits from 3, add to area III option for BIO:  
Approved
- 2 JRN 393 Audio Journalism Lab-EXP+-1 credit to accommodate the opening of a news bureau by the NPR station WSHU next to The Bench: Approved

**III. Curriculum Proposals**

1 **Sustainability Studies**

**EDP 404-EXP+ Environmental Design Project**

The committee is pleased to approve EXP+ for the existing course EDP 404 Environmental Design Project.

**EHM 316-GLO, HUM, EXP+ Cuba & Sustainability**

The committee requests that the following concerns are addressed in the course proposal form and syllabus before further consideration of the proposed new course EHM 316-GLO, HUM, EXP+ Cuba & Sustainability:

- The course syllabus does not adequately address how the course satisfies the GLO and HUM SBC learning objectives. What is the global and humanities about the course?
- What is the sustainability link in the course? For a sustainability course, there seems to be very little emphasis on sustainability.
- What makes the course upper-division? The workload is not evident from the syllabus.
- When will the students complete the 15 page assigned paper while spending their day in activities related to the course?
- Please describe in the syllabus both the final paper and daily journals. How is the paper developed, and how will students be supervised throughout the writing process?
- Please outline grading criteria in the syllabus.

**EHM 322-HFA+, WRTD Ecofeminism, Literature & Film**

The committee is pleased to approve the proposed course EHM 322 HFA+, WRTD Ecofeminism, Literature & Film with the following comments:

- The course proposal form does not list a class size. Depending on class size, 15 minute presentations by each student will take up a great deal of time.
- Note that the course description on the course syllabus should match the course description on the course proposal form (used for publication in the Undergraduate Bulletin).

**EHM 323-~~HFA+~~, WRTD Environmental Justice**

The committee approves the proposed course EHM 323-~~HFA+~~, WRTD Environmental Justice with the following comments:

- The course seems more socio-political than humanities in nature. The committee recommends the SBC learning outcomes WRTD, STAS (DEC H), CER for the course. It is not evident from the syllabus that HFA+ is appropriate.



- The workload seems very heavy (more appropriate for a Graduate course), especially in the later weeks when the course also focuses on student presentations. Depending on class size, will there be time for all students to make a presentation while committing class time to also discuss the assigned readings?

## 2 **Africana Studies**

### **AFS 340-GLO, SBS+, CER, SPK Human Rights and Africa**

The committee is pleased to approve the proposed course AFS 340-GLO, CER, SPK Human Rights and Africa with the following comments:

- The committee agrees that the SBC learning objective GLO is not evident from the syllabus, and recommends the SBC learning outcomes SBS+, CER, and SPK.
- Due to the high level of the course, the committee recommends U3/U4 status as a prerequisite.
- Note that with 25 students enrolled in the course, having each student give a 20 minute presentation will be difficult to fit into the course schedule.

### **AFS 373-DEC J, SBS+, GLO Environment and Development in African History**

The committee approves the proposed new course AFS 373-DEC J, SBS+, GLO Environment and Development in African History with the following comments:

- There is an existing course AFS 373 Sexualities: African and Caribbean Perspectives. The committee recommends using AFS 374.
- Note that the course syllabuses for the proposed AFS 373 and 383 refer to the Office of Judicial Affairs, which has been renamed the Office of University Community Standards.
- The course syllabuses for the proposed AFS 373 and 383 do not list a course prerequisite. The committee recommends U3/U4 status given the upper-level nature of the course.

### **AFS 383--DEC J, SBS+, GLO The Global African Diaspora in Comparative Perspective**

The committee approves the proposed new course AFS 383--DEC J, SBS+, GLO The Global African Diaspora in Comparative Perspective. See comments for AFS 373 proposal above regarding course syllabus and course prerequisite.

## 3 **Marine Sciences**

### **MAR 357-DEC H Unsinkable.--change from STAS to HUM, ESI**

The committee agrees that MAR 357 is more STAS in nature than HUM, and therefore does not approve the change in SBC to HUM from STAS. The committee agrees to the additional SBC learning objective ESI.

### **MAR 380 Ichthyology: add ESI, WRTD**

The committee agrees that ESI is an appropriate SBC learning objective for MAR 380 Ichthyology. Note that the course syllabus states that the course also satisfies WRTD and SPK. Courses may not be used to satisfy all three SBC learning objectives; however, the committee agrees that WRTD and ESI are appropriate for the course.

## 4 **Atmospheric Sciences**

### **ATM 103-DEC E/SNW Extreme Weather: request to add GLO**

The committee does not approve the additional SBC learning objective GLO for ATM 103-DEC E/SNW Extreme Weather. Though the course does cover weather across the globe, the course syllabus does not demonstrate a prolonged study of a culture beyond the U.S.

### **ATM 320 Spatial Data Analysis/ Matlab: request to add ESI**

The committee approves the proposed SBC learning objective ESI for ATM 320 Spatial Data Analysis/ Matlab.

### **ATM 365 Tropical Meteorology**

The committee approves the proposed new course ATM 365 Tropical Meteorology with the following comments:

- The committee recommends adding additional details about the readings and assignments to the course syllabus.
- Since the course is not required for the major, why would students enroll in the course? Where does this fit into the required curriculum?

### **ATM 383 Doppler Weather Radar**

The committee approves the proposed new course ATM 383 Doppler Weather Radar with the following comments:

- What is the motivation for students to enroll in this course since it is not a requirement for the major?

**ATM 397 Air Pollution: request to add CER**

The committee approves the proposed SBC learning objectives CER and STEM+ for ATM 397 Air Pollution.

5 **Linguistics**

LIN 350- SBS+, SNW Experimental Phonetics new course

The committee is pleased to approve the proposed new course LIN 350- SBS+, SNW Experimental Phonetics.

6 **Biology**

The committee is pleased to approve the proposed updates to BIO courses and Bulletin copy, along with the new course BIO 266 Allied Health Microbiology Laboratory.

7 **Academic Success and Tutoring Center**

The committee is pleased to approve the proposed new course ASC 101-SPK Practicing Engaging Presentations.

8 **Music**

The committee approves the proposed updates to Music minors, upper division writing requirement, and the new minors in Ethnomusicology and Music Theory. Please provide an “About” section for the Bulletin for the Music Theory minor, and revise the “About” sections for the existing minors to address the differences between the existing and new minors, and why a student would choose one over the other.

**MUS 312-DEC J, ARTS, GLO, SBS Ethnographic Methods/Music**

The committee agrees that there is a mismatch between the course level, course number, and SBC learning outcomes for the proposed new course MUS 312-DEC J, ARTS, GLO, SBS Ethnographic Methods/Music. Please discuss with Kane Gillespie to decide how to move forward with the proposal.

9 **Hispanic Languages and Literature**

The committee is pleased to approve the proposed updates to SPN/HUS courses (including course prerequisite updates), revisions to the SPN major, and SBC updates for SPN courses, as detailed below.

SPN 395--change title/description, add GLO

SPN 396--change title/description, add GLO

SPN 397--change title/description, add GLO

SPN 398--change title/description, add GLO

SPN 463-HFA+ Contrastive Spanish-English Grammar

request to change to SBS+

Arts and Sciences Senate  
**Undergraduate Curriculum Committee**  
Academic Year 2015–2016

**Minutes**

14<sup>th</sup> meeting, March 1, 2016—Approved March 8, 2016

Present: Roy Lacey (Chair), Dawn Harris, Sarah Malmquist, Hui Zhu, Greg Ruf, Beth Squire, Kane Gillespie,  
Robin McCarthy, Arlene Feldman

**I. Committee Business**

1 Minutes from the February 23, 2016 meeting: Approved

**II. Routine Administrative Matters**

1 N/A

**III. Curriculum Proposals**

1 **Art**

**ART: updates to major**

The committee tabled the proposed updates to the Art majors (studio and history) given time constraints and the sense that additional information was needed to more fully understand the proposals. The committee requests a more detailed proposal for each with rationale and justification. With regard to the proposed track in media, the committee has recommended to other groups that there should be a summit meeting among those departments whose research encompasses media to ensure that curriculum across departments is unambiguous from the perspective of students.

**ART: updates to courses**

The committee approves the proposed updates to ARH/ARS course descriptions and prerequisites, with the exception of the prerequisite for ARS 425, which is too lengthy to be programmed in PeopleSoft. Note that course fees must be approved by the Provost's office before implementing, so we have not approved the fee.

**SBC CERTIFICATION**

**ARH 202, 204, 206, 208 already certified as ARTS, to be dual certified as HUM**

The committee does not approve the HUM double certification for ARH 202, 204, 206, 208. The committee did not find compelling evidence in syllabuses to address whether the courses satisfy the HUM learning outcomes. The three courses on campus that do satisfy ARTS/HUM were exceptional in their scope to achieve certification in both HUM and ARTS. The committee is also careful to keep the bar high to double certification in HUM and ARTS because the implications for students who take these courses is that it would potentially reduce their overall exposure to humanist fields in arts and or humanities.

**ARH 210, ARS 225, ARS 281 already certified as ARTS, to be dual certified as TECH**

The committee approves the proposed TECH double certification for ARS 225 and 281, but does not approve TECH for ARH 210. It is not evident from the ARH 210 syllabus that the TECH learning outcomes are met in the course. Note that the committee certifications of TECH are effectively pre-certifications, and must still be reviewed by the SBC Certification committee, which includes representatives from engineering.

**ARH 333, already certified as HFA+, to be certified as ESI and CER**

The committee does not approve the proposed ESI and CER SBC learning objectives for ARH 333. It is not evident from the ARH 333 syllabus that the ESI and CER learning outcomes are met in the course.

**ARH 397 and ARH 398 already certified as HFA+, to be certified instead as STAS**

The committee does not approve the proposed SBC learning objective change to STAS from HFA+ for ARH 397 and 398. It is not evident from the syllabuses that the STAS learning outcomes are met in the courses. The committee felt that, although the courses do explore more deeply comparison and contextualizing discussions similar to the objectives and standards of STAS, HFA+ is more appropriate for these courses.

**Two new ARH 400 level seminars to be certified as ESI, CER and SPK**

The committee approves the proposed new course ARH 406 Museum Studies with ESI/CER SBC learning objectives. The committee does not approve the SPK learning objective for the course, as it is unclear how presentations will fit into the final graded evaluation for the course. Note that there was no new course proposal form submitted, and no prerequisite

listed on the syllabus, so the committee review was completed with limited and incomplete information. The committee approves the course with a prerequisite of 'U3 or U4 status.'

The committee approves the proposed new course ARH 407 Exhibiting Africa, but does not approve the requested SBC learning objectives. The syllabus does not adequately address how the SBC learning outcomes for the requested learning objectives will be achieved in the course. Note that there was no new course proposal form submitted, and no prerequisite listed on the syllabus, so the committee review was completed with limited and incomplete information. The committee approves the course with a prerequisite of 'U3 or U4 status.'

**One new 400 level ARH ONLINE topics course to be certified as ESI**

The committee does not approve the ESI learning objective for ARH 405. It is not evident from the ARH 405 syllabus that the ESI learning objectives are met in the course.

**ARS 326 and ARS 329 to be certified as ESI and STAS respectively**

The committee does not approve ESI for ARS 326 or STAS for ARS 329. The syllabuses do not adequately address whether the courses satisfy the learning objectives for the requested SBC.

**ARS 350, 351, 352, 359, 364, 365, 366, 374, 375 upper level studio classes to be batch certified as HFA+. (These were never given SBC certification)**

The committee approves HFA+ for ARS 350, 351, 352, 359, 364, 365, 366, 374, 375.

**ARS 420 to be certified as CER**

The committee does not approve CER for ARS 420; however, the committee agrees that ESI is appropriate based on the course syllabus, and approves ESI for a dual certification of ESI/SPK.

**ARS 425 to be certified as STEM+**

The committee approves the SPK learning outcome for ARS 425, but does not approve STEM+. It is not evident from the ARS 425 syllabus that the STEM+ learning objectives are met in the course.

**ARH 405-ESI new course**

In the absence of a new course proposal form, the committee did not discuss the proposed new course ARH 405 Topics in American Art.

**Proposal to designate the following 300 level courses repeatable once:**

- ARS 326 Video Art: Narrative Forms
- ARS 329 Video Art: Experimental Forms
- ARS 381 Color and Light Photography
- ARS 382 Analog Black and White Photography

Arts and Sciences Senate  
**Undergraduate Curriculum Committee**  
Academic Year 2015–2016

**Minutes**

15<sup>th</sup> meeting, March 8, 2016—Approved March 29, 2016

Present: Dawn Harris, Sarah Malmquist, Greg Ruf, Beth Squire, Kane Gillespie, Robin McCarthy, Arlene Feldman

**I. Committee Business**

- 1 Minutes from the March 1, 2016 meeting: Approved

**II. Routine Administrative Matters**

- 1 N/A

**III. Curriculum Proposals**

- 1 Math

Thank you to the representatives from Math for attending a portion of the meeting to answer questions related to the curriculum proposal. The committee approves the proposed updates to classes and the Math Bulletin copy, with the following concerns and comments:

- The committee recommends changing the name of MAT 150 to ‘Introduction to Advanced Mathematics’ (instead of ‘Introduction to Mathematics’) to indicate that the course is part of the advanced track.
- The committee expressed concerns about students being exempt from MAT 320 after completing the for the MAT 141/142 sequence, since students will not receive upper-division credit.
- Prerequisites need to be updated before the next Bulletin publication to indicate that MAT 142 satisfies prerequisites that require MAT 320, and MAT 150 satisfies prerequisites that require MAT 200.

- 2 Major and Minor in Global and International Studies

The committee approves the proposal for the major in Global and International Studies for submission to Albany with the following comments and concerns:

- Section 2 is missing a 300-word program description that may be cut and pasted from the longer proposal, pages 6 and 7.
- Is there a transfer path for this major? If not, please state on section 3 of the form (the committee searched and did not see a relevant transfer path).
- Please proof for grammar and spelling errors.
- The proposal should address the academic structure and department affiliation.
- Note that the 211/212 foreign language courses cover the SBC learning objectives GLO/HUM and the 311-level language courses cover HFA+. The SBC electives for those learning objectives may be switched to general electives in the 4-year plan.
- SUNY GER/SBC should be matched better (please see Kane for the crosswalk table).
- The GLI 211 could satisfy the SBC learning objective SPK if a peer evaluation element is added to the course. Note that the syllabus header reads GLI 111 though the syllabus says GLI 211.
- Study abroad for one semester will be more than 3 credits (likely 12-15 credits). Will students take other courses for the major while abroad, such as advanced language courses or courses from the global issues track?
- Team taught courses prove to be difficult. Please provide additional background as to how the teaching load will be divided. Team-teaching is difficult and complicated to operationalize in practice.
- It is not clear that the author has fully vetted all courses with the departments. Some do not seem appropriate for the listed track.
- It would be helpful to have a curricular map. How do the learning objectives of each of the courses in the tracks meet the learning objectives of the program? The committee recommends adding learning objectives for each track to ensure that the courses satisfy the learning objectives.

Comments regarding the **Global Interaction Areas**:

- 2a: Why not also include SE Asia under Pacific Rim? A region can be part of more than one global interaction area (see, e.g., Australia).
- 2b: Why not also include South Asia (the Indian subcontinent) and East Africa under Indian Ocean World?
- 2c: Eurasia = Central Asia + Europe? Would taking a course on British literature really speak to specialization in Eurasia? This global interaction area is important, but it needs some refinement.

- 2g: The committee likes the inclusion of African diaspora -- but why only use diaspora in this area? What about diaspora populations from other global interaction areas?
- 2h: Middle East: How far east does the Middle East go? Are we talking about Iraq? Iran? Afghanistan? Pakistan? What is the conceptual border here?

Comments regarding the Global Issues track:

- Please note that 5 of the 6 titles are pretty clear -- all except "e. Colonial and Post-Colonial Globalizations." What does that mean? The committee agrees that the SUBTITLE ("Gender, Race, and Class in a Global Context") offers more insight than the title (and suggests that perhaps the title and subtitle could be flipped).

Comments regarding Existing courses that fulfill...

- The committee agrees that this still reads like the result of a fishing expedition, as though someone has gone through the course catalog and pulled a list of course with TITLES that seem like they would qualify. In some cases, potentially qualifying courses have been omitted; in other cases, courses with rather dubious qualifications have been included (e.g. how does AST 301 Collisions in the Solar System qualify as a course in the track for global development and sustainability).
- What is needed is for someone to look very closely at the course DESCRIPTIONS to assure that these courses would actually qualify as intended. In some cases, this is very doubtful -- especially concerning B. **Global Issues Track** (p. 10+). To cite just one example: 5. "Transnational Corporations and Transregional Institutions" lists AAS 379 Ethnicity and Ecology in China. This particular course has nothing to do with corporations, markets, or policy.
- The work of identifying specific qualifying courses for each track be done now before the major goes any further in the approval process.

Arts and Sciences Senate  
**Undergraduate Curriculum Committee**  
Academic Year 2015–2016

**Minutes**

16<sup>th</sup> meeting, March 29, 2016—Approved April 5, 2016

Present: Roy Lacey, Dawn Harris, Sarah Malmquist, Greg Ruf, Beth Squire, Kane Gillespie, Robin McCarthy, Arlene Feldman, Hui Zhu

**I. Committee Business**

- 1 Minutes from the March 8, 2016 meeting: Approved

**II. Routine Administrative Matters**

- 1 N/A

**III. Curriculum Proposals**

- 1 Major in Globalization Studies and International Relations

The committee continued to discuss the proposal and had some general comments and concerns:

- Regarding the list of elective courses, the committee remains concerned that the list of elective courses is too long and too diffuse, and could lead to academic as well as administrative issues in the future. The committee recommends only including essential courses as electives at the outset of forming developing this new major, and add courses later as needed.
  - Administratively, coordinating the scheduling of all of the elective offerings with the home departments will be very difficult. Instead, the committee recommends establishing MOUs with a few key departments for a selection of courses, and ask for their commitment to offer the courses regularly.
  - Academically, the committee is concerned that the length of the list of elective courses will make it difficult for students in the program to have a common experience. It also makes it more difficult to know if students are meeting the learning objectives of the program if the objectives are spread throughout many courses.
  - To address the above two concerns, the committee requests a curriculum map showing how each elective course addresses the learning objectives. This should allow the committee to understand how each elective course fits into the curriculum. (It will also encourage the author to keep the list of electives short!)
- A minor point, but important when this proposal goes to Albany: There are a few spelling and grammar errors in the proposal. The committee recommends employing a graduate student or similar to proofread the proposal.
- The committee noted that one set of courses includes African diaspora included while diaspora is not addressed in other regions of the world (e.g., there is no mention of Asian diaspora). Could the author comment?
- The committee requests clarity on the nature of the group of faculty who are developing the new major, and their level of commitment to the program. The commitment from this group of faculty will be essential as the new major launches and grows. If nothing else, the committee recommends that the author acquire a MOU from each relevant department indicating faculty and staff who may work with the major, along with the percent of effort that will be dedicated to this degree program. Such an MOU will ensure that relevant faculty are allowed release time to put effort toward this program, including teaching of courses, developing new courses, advising of students etc.
- The committee also requests clarity on the administrative structure of the department. Kane assured the committee that the Dean has committed resources to support the major, either in an existing department/program or directly in CAS (similar to MTD in Rick's office). However, the committee is concerned that the administrative structure should be defined prior to proposing the new major to Albany and endorsed by the Dean.
- The committee would like to invite the author to a committee meeting in the near future.

- 2 BA in Linguistics TESOL+MAT ITL and SPN 5 year program proposals

The committee approves the proposed BA in Linguistics TESOL+MAT ITL and SPN 5 year program proposals with the following concerns:

- The Spanish degree starts with the assumption that students place out of SPN 111/112/211/212. This may not be the case for many students.
- ITL 101 is not listed on the list of courses required for the degree for students enrolled in the ITL option.

- The ITL degree lists Spanish in the US as an elective. The committee suggests changing the elective to a general LIN elective course.
- Note that if students choose to study abroad, it may add an additional semester to their studies.
- In the ITL degree course listings, undergraduate ITL required courses are not listed.
- SBCs for each course are not fully listed, and the course descriptions pasted onto the proposal do not include the relevant SBC.

### 3 Africana Studies

#### AFH 215-HUM,~~GLO~~ Hip Hop and the Intellectual Tradition

The committee approves the proposed course AFH 215-HUM,~~GLO~~ Hip Hop and the Intellectual Tradition with the following questions and concerns:

- It is not evident from the course syllabus that there is a sustained engagement with an area outside of the US, which is required for GLO certification. Therefore, the course is approved as HUM only.
- The course description is too lengthy, and is over the 100 word limit for include in the Bulletin. Please submit a shortened description.
- The learning objectives on the course proposal form do not match those on the syllabus, and should be tailored to the SBC learning objectives that are requested for the course.
- The course seems that it includes a great deal of film screening. Please address whether films will be shown weekly, and whether the videos are shown during class time.

### 4 Online course syllabuses

#### ANP 120

- The syllabus indicates that labs are worth 35%, but later says that they are worth 25%. The syllabus also states that exams are worth 75%, but no exams are listed, and quizzes seem to account for 50% of the grade. Please address the discrepancies.

#### ECO 108

- The course syllabus should indicate the course prerequisites, and should be clear about when assignments are due. The syllabus lists both 11:59 and midnight as due dates for assignments (note that Eastern Standard Time is abbreviated EST, not STD as listed in the syllabus)

#### ECO 355

- The Bulletin course description should be listed on the syllabus, along with the course prerequisites.

#### ECO 383

- In course objective #7, excludability is misspelled (is missing the 'c').
- The points and percents allocated for assignments in the grading rubric do not match those listed in the syllabus text.
- Please add dates to assigned modules.

#### ECO 389

- Note that D- is not a valid Stony Brook grade, and 'disenrolling' is not a valid word (the committee recommends using 'withdrawing from the course' instead under the "understand when you may drop this course" section of the syllabus.

MAR 104: The committee approves the online syllabus for MAR 104.

MUS 304: The committee approves the online syllabus for MUS 304.

#### MUS 309

- Please include a grading scale/protocol including a grading rubric.
- Course objectives could be more assertive.

MUS 311: The committee approves the online syllabus for MUS 311.

PHI 105: The committee approves the online syllabus for PHI 105.



Arts and Sciences Senate  
**Undergraduate Curriculum Committee**  
Academic Year 2015–2016

**Minutes**

17<sup>th</sup> meeting, April 5, 2016—Approved April 26, 2016

Present: Roy Lacey, Dawn Harris, Greg Ruf, Beth Squire, Marie Huffman, Robin McCarthy, Hui Zhu

Guest: Adrián Pérez Melgosa

**I. Committee Business**

- 1 Minutes from the March 29, 2016 meeting: Approved
- 2 Elections  
Terms are up for Greg, Roy, and Dawn at the end of this semester. Greg and Dawn agree to serve again, and Roy will check to see his Fall commitments.

**II. Routine Administrative Matters**

- 1 Add LANG to LAN 447-Skill 3 Directed Readings in Uncommon Languages: Approved

**III. Curriculum Proposals**

- 1 Major in Globalization Studies and International Relations

Thank you to Adrián Pérez Melgosa for visiting the committee to discuss the proposed major in Globalization Studies and International Relations.

The committee recommends the following before forwarding the proposal to Albany:

- The committee agrees that it is best to first work out the major program issues (lack of personnel, absence of an overall focus for the program), and then work on the minor issues (a lack of attention to other important diasporas e.g. Asian and European; the fact that attention is paid to slavery but little attention paid to indentureship; the failure to historicise the global look at health and disease; more attention should also be paid to "care-work" in the 21st century; the spread of "ideas" is also crucial; etc.).
- Establish an MOU with key departments to ensure that they will contribute courses and faculty release time when the major is approved.
- Tighten the list of elective courses so that it is more feasible administratively to review and clear students in the major.
- Develop a curriculum map detailing how specific learning objectives are met through certain courses.

Arts and Sciences Senate  
**Undergraduate Curriculum Committee**  
Academic Year 2015-2016

**Minutes**

18<sup>th</sup> meeting, April 26, 2016—Approved May 3, 2016

Present: Roy Lacey, Dawn Harris, Greg Ruf, Beth Squire, Kane Gillespie, Robin McCarthy, Arlene Feldman

**Committee Business**

1 Minutes from the April 5, 2016 meeting: Approved

2 Fall 2016 meeting time

The committee will meet on Tuesdays, 9-10:30AM in the CAS Dean's office conference room.

**I. Routine Administrative Matters**

**II. Curriculum Proposals**

1 Major in Globalization Studies and International Relations

The committee recommends the following updates before moving forward with the Globalization Studies and International Relations proposal:

- The committee will not approve the proposal without a memorandum of understanding that each of the GLI courses will be offered with reasonable frequency (at a minimum offered yearly) by a full-time faculty member.
- The committee requires new course proposal forms for each of the proposed GLI courses (see top link at <http://www.stonybrook.edu/commcms/ascc/forms.html>).
- The proposal form requires statements on items 2.6 and 2.7 (Prior Learning Assessment and Program Assessment and Improvement).
- Note on p. 18, GLI 211 listed in term 1 lists GLI 211 as a prerequisite.
- Note on p. 16, section h) (6), the transfer mobility form must be filled out and submitted with the proposal.
- Note on p. 5, paragraph 4, the major is listed as 'Global Studies...' while listed as 'Globalization Studies' in other mentions.
- Note on page 9, global interaction area requirements, some of the names of the categories do not match those listed in Area II on page 8. Please ensure consistency of track names.
- The committee commends the author on the addition of learning objectives for each track.
- The committee recommends limiting the number of courses listed for each track to a maximum of 6 courses. Shorter lists will reduce the burden of scheduling, advising, and curriculum mapping. The committee would like to see a memo of understanding from departments offering elective courses, detailing how often the courses are offered.
- The credits for the major should be listed as a range, 45-53. The range is dependent on student language competency.

Arts and Sciences Senate  
**Undergraduate Curriculum Committee**  
Academic Year 2015-2016

**Minutes**

19<sup>th</sup> meeting, May 3, 2016—Approved May 4, 2016

Present: Dawn Harris, Sarah Malmquist, Greg Ruf, Beth Squire, Arlene Feldman, Hui Zhu

Guest: Rick Gatteau, Associate Provost for Academic Success and Jennifer Kuhl, Assistant Registrar for TAP Certification

**Committee Business**

1 Minutes from the April 26, 2016 meeting: Approved

2 Fall 2016 meeting time

The committee will meet on Tuesdays, 9-10:30AM in the CAS Dean's office conference room.

**I. Routine Administrative Matters**

**II. Curriculum Proposals**

1 TAP

Rick Gatteau and Jennifer Kuhl gave an overview of TAP and recent TAP changes.

2 Anthropology

The committee was pleased to approve the proposed course ANP 250-SNW/DEC E Forensic Anthropology.

Major in Globalization Studies and International Relations

The committee would like to see an MOU from Dean Kopp detailing the faculty hires/faculty release time and administrative support that will be offered from the College of Arts and Sciences before moving forward.

The committee recommends the following updates before moving forward with the Globalization Studies and International Relations proposal:

- On page 2, sections 2 and 2.2, note that the proposal form states, "Describe each proposed change and why it is proposed." While the boxes are checked off, there are no descriptions or rationales offered.
- In section 2.d. of the proposal, the proposal indicates 2 faculty hires while p. 8, Section 4 indicates 4 faculty hires.
- Section 3.a. requests a 'program schedule' which is not part of the proposal.
- The sample course sequence listed on p. 5 assumes all prerequisites for GLI 320 are completed during the freshman year, which is unlikely. Note that WRT 101 should be included in the freshman fall semester, and WRT 102 should be included freshman spring.
- While the committee agrees in principle with the language requirement for the major, note that higher-level language requirements often deter students from enrolling in the major. In particular, many students choose not to enroll in the English major because of the intermediate-level language requirement. The committee recommends adding a language track to the major, such that it is an option for students to pursue higher-level language courses, but not a requirement for all students enrolled in the major.

The committee recommends the following updates to the proposed GLI courses:

- Note that each syllabus must contain the required Provostial Statements (see Disability Support Services, Academic Integrity, and Critical Incident Management statements, copied directly from <http://www.stonybrook.edu/commcms/provost/resources/responsibility.html>).
- Note that the course descriptions listed on the syllabus should match the description listed on the course proposal form.

- Learning objectives should be in a bulleted list on the syllabus, and should use action verbs. There should be a minimum of three measurable outcomes per course (aligned with the appropriate SBC learning outcomes assigned to the course).
- For the 300-level courses, the committee recommends keeping GLI 211 as prerequisite, and shifting the other prerequisites to advisory. It is not evident that the area courses are required for success in the 300-level courses, and therefore should not be an enforced requirement.
- The 300-level courses appear to be offered only in the Spring, while 211 is offered only in the Fall. The committee recommends making some of the Spring 300-level courses available during the Fall semester to ease the burden of scheduling for students.

#### GLI 211

- The committee recommends the SBC learning outcomes SBS and SPK for the course. Note that the SPK learning outcome requires some form of peer review.
- Please rework the course learning objectives (see recommendations above in general comments).
- If the course enrolls 50 students, and each student makes a 15 minute presentation, and one class that is reserved for student presentations will not accommodate all students. Please address.
- The proposal notes that students watch videos on their own time; please indicate in the syllabus how students will access the films/

#### GLI 311

- The committee recommends the SBC learning outcome STAS for the course.
- Student presentations are not listed in the class schedule—with 50 students enrolled, when will students present to the class?
- Please add learning objectives to the course syllabus.
- The syllabus should list greater information about the assigned readings and assignments, and how the readings tie into the assignments.

#### GLI 330

- The committee recommends the SBC learning outcome SBS+ for the course.
- Are the group presentations being graded, or just the group assignment? Will students receive an individual grade for the group assignment? Please address in the syllabus, along with adding details about the assignments and the % of the final grade attributed to each assignment.
- The syllabus is missing some of the Provostial Required Statements (see general comments above).

#### GLI 340

- The committee recommends the SBC learning outcome CER for the course.
- The committee recommends that Harsh Bhasin be considered as an alternate instructor for the course.
- Please ensure that Provostial Statements are copied directly from the Provost's site (see general comments for link).
- Please provide a rubric for grading class participation and student presentations.
- The inter-personal element of conflict is unclear from the course syllabus.

#### GLI 450

- The committee recommends the SBC learning outcomes WRTD, ESI, and SPK for the course. Note that the SPK learning outcome requires some form of peer review.
- Note that the 300-level courses may need to be listed as Pre- or Corequisites to allow students to enroll.
- The syllabus is missing required Provostial Statements and course learning objectives.
- There is not enough time in the week 14 classes to allow for presentations from all 50 students.
- Please add more information about the wiki section on Blackboard, and student responsibilities for posting online.
- Gregory Ruf has not agreed to serve as an alternate instructor for this course, and the Chair of AAS has yet to agree to release him from other teaching obligations.

- While the committee agrees that the Capstone course is academically sound, the committee agrees that there is too much work for enrolled students, and it is a bit of an overreach (more appropriate of graduate level courses). In particular:
  - It seems unreasonable to require students to find 20-30 academic sources by week 2 of the semester (and to read all of the sources by week 3), and the committee is not convinced that students will be fluent enough in a second language to find and translate 5 or more academic publications in a secondary language.
  - Consider making the course requirements more in line with capstone courses offered for other social and behavioral science majors on campus.