

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2016-2017**  
**Minutes**

1<sup>st</sup> meeting, August 30, 2016—Approved September 20, 2016

Present: Kane Gillespie, Beth Squire, Arlene Feldman, Greg Ruf, Dawn Harris, Roy Lacey, Sarah Malmquist, Marie Huffman, Robin McCarthy, Izabela Kalinowska-Blackwood

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

**II. Routine Administrative Matters**

- 1 Add PER 111 Introduction to Persian I and TRK 111 Introduction to Turkish I for offering during summer session: Approved
- 2 BIO 488: change prerequisite to "permission of faculty sponsor and biology internship committee" from "BIO 201, 202, 203; CHE 132; permission of faculty sponsor and biology internship committee": Approved
- 3 Add BIO 302 (Human Genetics) and BIO 321 (Ecological Genetics) as alternatives to the Genetics requirement for the Biochemistry major. Currently only BIO 320 (General Genetics) is accepted towards satisfaction of this requirement.: Approved

**III. Curriculum Proposals**

- 1 Deactivation of the GER major/GER Education track

The committee began discussion of the proposed deactivation of the GER major and GER Education track. Though the committee understands that it is difficult to justify resources in a department with fewer than ten majors, members assert that since global citizenship is emphasized as a goal and missions of the university, it does not seem prudent to continue along the path of discontinuing foreign language majors. Students in other departments (such as Comparative Literature and Cultural Studies) often choose to enroll in GER courses.

Before further consideration of the deactivation of the GER major and GER Education track, and to get a better sense of the true impact of the deactivation of the major, the committee requests responses to the following questions and concerns:

1. Which other SUNY campuses offer majors in German, and do these campuses also offer the German education track? (Note: Binghamton University, the University at Buffalo, and Oswego all offer a major in German, though none of the programs include a specified education track at the undergraduate level)
2. Traditionally, which students enroll in GER courses? What are the majors of the students enrolled in the courses?
3. Assuming GER courses have sustained declining enrollment throughout the past several years, which other courses and disciplines follow similar trends?
4. The deactivation of the major is predicated in the retirement of Thomas Kerth. Which courses were taught by Kerth, and what were the enrollment numbers?
5. Is there a national trend towards declining enrollment in foreign language courses?
6. Can we as a university deliver quality language training without offering a major in the discipline?

The committee would like to develop a set of objective criteria necessary to deactivate a major. These standards would need approval by the Arts and Sciences Senate and CAPRA.

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2016-2017**

**Minutes**

2<sup>nd</sup> meeting, September 20, 2016—Approved September 27, 2016

Present: Kane Gillespie, Beth Squire, Dawn Harris, Deb Serling, Sarah Malmquist, Marie Huffman, Robin McCarthy, Izabela Kalinowska-Blackwood

Guests: Sarah Jourdain, Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of August 30, 2016 meeting: Approved
- 2 2015-16 Annual Report: Approved

**II. Routine Administrative Matters**

- 1 Postponed

**III. Curriculum Proposals**

- 1 Minor in Pharmacological Sciences

The committee discussed the proposed minor in Pharmacological Sciences.

Before further consideration of the minor, the committee requests responses to the following questions and concerns:

1. The minor is somewhat limiting due to the high number of prerequisites for such courses as BCP 401 and 402.
2. Who is the target population for the minor? Please provide an 8-semester sequence plan for students in two different majors (Health Sciences as one example and a non-science major as the other example) who are able to complete the minor along with a declared major within 8 semesters.
3. Should CHE 152 also be accepted for minor credit? This course is equivalent to 131/132 and 129/132 but is a single semester course for students with strong high school chemistry.
4. Is the minor going to use the same application process as the major, or will any student be able to declare a minor?
5. There is a proposed BA in Biology degree program that will require a minor; however, due to significant overlap with Biology major requirements, students enrolled in the Biology degree programs will be unable to enroll in the minor in Pharmacological Sciences. The committee recommends the department speak to Peter Gergen, Director of Undergraduate Studies for the Biology program, regarding the target population for the minor.

New courses: BCP 111-STAS American Drug Use and Abuse: Biomedical, Socio-economic and Political Factors, BCP 201-STEM+ Introduction to Pharmacology: The Molecular, Clinical, and Social Bases of Drug Use, and BCP 480-TECH Introduction to Research Topics in Pharmacology

The committee approves the proposed courses, pending receipt of responses to the following committee questions and concerns:

1. Question #18 on the course proposal form asks for a breakdown of student performance, and the evaluation for BCP 111 and 201 are identical. Is this correct for both courses?
  2. BCP 111 has a discussion board component that is not address in the syllabus/grade breakdown.
  3. The prerequisite for BCP 201 is listed as BIO 203: Fundamentals of Biology II, while the correct title for BIO 203 is Fundamentals of Biology **III**. Please clarify if the prerequisite course should be BIO 202: Molecular and Cellular Biology (Fundamentals of Biology II) or BIO 203: Cellular and Organ Physiology (Fundamentals of Biology III).
- 2 Deactivation of the GER major/GER Education track

The committee continued discussion of the proposed deactivation of the GER major and GER Education track with guest Sarah Jourdain, Director of Foreign Language Teacher Preparation. Dr. Jourdain reiterated that Stony Brook is one of four SUNY campuses (Binghamton, Buffalo, Oswego, and Stony Brook) to offer a major in German. Deactivating the major in German sets a precedent for other low-enrolled language majors such as French and Italian.

The committee discussed the potential impact of the deactivation of the major in 500-level language courses that are required of some graduate degree programs. If the major is deactivated, 500-level courses may be discontinued in order to divert remaining limited resources to teaching 100- and 200-level language classes.

Stony Brook graduates comprise 20% of the fifteen certified German teachers in the state. Currently 14% of high schools in the US offer German courses. The college receives \$18K in ACE revenue from German courses offered in high schools (the fourth largest revenue-generating discipline offered as part of the ACE program).

The committee suggests pursuing a joint hire with a program such as film, business, philosophy, or computer science, and recommends asking Jun Liu for his input.

The committee questioned the plan to support the courses necessary to continue offering the minor in German. How many lecturers will be hired to sustain the minor? At what point is it more cost-efficient to hire a full-time faculty member?

There has been one DAAD recipient each year since 2009-10, and since 2009 five Stony Brook Fulbright recipients have pursued study in Germany. In the past few years over 100 students from Stony Brook have participated in study abroad programs in Germany. For these efforts to continue, the college must replace retired faculty member Tom Kerth with someone able to teach all levels of German language and culture, and who is interested in reaching out to develop and continue partnerships.

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2016-2017**  
**Minutes**

3<sup>rd</sup> meeting, September 27, 2016—Approved October 18, 2016

Present: Kane Gillespie, Beth Squire, Dawn Harris, Sarah Malmquist, Arlene Feldman, Izabela Kalinowska-Blackwood, Deb Serling

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of September 20, 2016 meeting: Approved
- 2 2015-16 Annual Report: Approved

**II. Routine Administrative Matters**

**III. Curriculum Proposals**

- 1 PHY 153-TECH Data Analysis for Physics and Astronomy with Python

The committee is pleased to approve the proposed course PHY 153-TECH Data Analysis for Physics and Astronomy with Python, with the following concern:

- The proposal states that Joanna Kiryluk is the only faculty member qualified to teach the course, and that will be offered Fall, Spring, and Summer. Is there a plan for the course should Kiryluk be unavailable to teach the course?

- 2 PHY 112/113: add to description: "Students majoring or planning to major in PHY, AST, CHE, MAT, AMS or engineering may not take this course."

The committee approves the additional statement "Students majoring or planning to major in PHY, AST, CHE, MAT, AMS or engineering may not take this course" to the descriptions of PHY 112 and 113 with the following concerns and questions:

- Please address why the "Not for credit in addition to" course lists are different for PHY 112 and 113.
- Note that PeopleSoft may restrict students from registering for the course if they are declared in one of the listed major, but there is no way to screen for students who plan to major in one of the listed areas.
- As an alternative to the list of majors restricted from enrolling in the course, the committee recommends creating a list of courses and adding the sentence, "Not for credit after completion of..." Selected courses may be programmed as an anti-requisite for the course such that students who completed the courses may not enroll in PHY 112/113. This may be a more effective option since it would pick up students with a background in science/mathematics who do not have a major declared in one of the fields listed.

- 3 POL 375\* The Political Animal--requesting SNW, SBS+, adding advisory Prerequisite: POL 101

The committee approves the additional SBC learning objectives SNW and SBS+ for the course POL 375 The Political Animal, along with adding POL 101 as an advisory prerequisite.

- 4 GEO 496-ESI, WRTD Research and Synthesize Scientific Literature in Geoscience

GEO 497-CER, SPK Research Communication in Geoscience

revised requirements for ESS and GEO degrees to include GEO 496/497

The committee approves the proposed GEO 496-ESI, WRTD Research and Synthesize Scientific Literature in Geoscience, GEO 497-CER, SPK Research Communication in Geoscience, and updated requirements for ESS and GEO degrees to include GEO 496/497, pending receipt of responses to the following committee questions and concerns:

1. Please add to the GEO 496 syllabus a note that the course carries 1 credit.
2. Though a rationale was submitted to the committee as to why the grade basis for GEO 497 should be A/F instead of S/U, S/U seems more appropriate, and it seems no more difficult to create a grading rubric for S/U grading than the requested A/F.

3. How will students review peers in GEO 497? Please include greater detail in the syllabus.
4. How does GEO 497 address the ethics in writing issues that are learning outcomes for CER?
5. What happens if a student does not pass GEO 496 but does pass GEO 497? Vice versa?

**Arts and Sciences Senate**  
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4<sup>th</sup> meeting, October 18, 2016—Approved October 25, 2016

Present: Greg Ruf, Marie Huffman, Robin McCarthy, Kane Gillespie, Beth Squire, Dawn Harris, Sarah Malmquist, Arlene Feldman, Izabela Kalinowska-Blackwood, Deb Serling

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of September 27, 2016 meeting: Approved

**II. Routine Administrative Matters**

- 1 Activate GEO 122 Physical Geology-DEC E/SNW for Fall 2017: a 4- credit version of GEO 102 lecture + GEO 112 lab that is coordinated (and enrollment-limited) in a way that GEO 102 isn't: Approved
- 2 GEO 403: add GEO 103 and 113 to the current Prerequisite: GEO 306 and GEO 366, passed with a C or higher Current Prerequisite: GEO 306 and GEO 366 Corequisite: GEO 463: Approved
- 3 Change JRN 301 title from "The Business of News" to "The Changing News Business": Approved
- 4 Create ARS 397 Topics in Photography crosslist for ARH 397 for winter 2017 only: Approved
- 5 WRT 459 description change, from "A zero credit course that may be taken in conjunction with any 300- or 400-level EGL course, with permission of the instructor. " to "A zero credit course that may be taken in conjunction with any 300- or 400-level course in any department, with permission of a WRT instructor and of that department's undergraduate program director.": Approved

**III. Curriculum Proposals**

- 1 Bulletin updates for PHY/AST

The committee is pleased to approve the proposed updates to Physics and Astronomy courses and Bulletin entries with the following concerns:

- What is the rationale for removing MAT 205 from some of the upper-level AST courses?
- Should the MAT courses required for the major align with the prerequisites in the upper-level courses?

- 2 Art History

The committee began discussion of the proposed ARH updates.

While the committee agrees to the renumbering of ARH 407 to 328, the syllabus does not explicitly address how the course meets the SPK and CER learning outcomes. The SPK portion of the course is not up to standard regarding the peer review portion of the SPK learning outcome, and it is unclear how the CER learning objectives are addressed in the assignments.

- 3 Sociology

Add GLO to SOC 348

The committee is pleased to approve the addition of the SBC learning objective GLO to SOC 348. Note that the course description on the syllabus does not match the description in the Bulletin. Though the syllabus may include greater detail beyond the Bulletin description, the Bulletin description should be included on the syllabus. The committee suggests including greater detail in the syllabus about the presentations (which are not reflected in the final grade) and what comprises the 20% participation grade. Please clarify the mechanism by which students will receive regular feedback on their performance in the course.

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
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**Minutes**

5<sup>th</sup> meeting, November 1, 2016—Approved November 8, 2016

Present: Greg Ruf, Marie Huffman, Jessica Rotolo, Kane Gillespie, Beth Squire, Dawn Harris, Arlene Feldman, Izabela Kalinowska-Blackwood, Deb Serling, Roy Lacey

Guests: Sacha Kopp, Robert Bloomer, Sarah Jourdain, Luigi Fontella, Franck Dalmas, Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of October 18, 2016 meeting: Approved

**II. Routine Administrative Matters**

- 1 BCP minor: approved on the basis of responses from the department
- 2 ANT 208-H/STAS Zombiology: What the Walking Dead Can Teach Us About Real Humans (online): Approved electronically by the committee
- 3 Deactivate PHY labs 123/24, add 1-credit labs to PHY 121 and PHY 122: approved on the basis of responses from the department

**III. Curriculum Proposals**

- 1 German major

The committee discussed the possible deactivation of the German major with guests Dean Sacha Kopp and European Languages representatives Robert Bloomer, Sarah Jourdain, Luigi Fontella, and Franck Dalmas. Robert Bloomer is the only faculty member currently in the German program.

University of California Berkeley offers a German major most similar to the major offered at Stony Brook (both require two semesters of language study), and UC Berkeley lists 10 full-time tenure-track faculty and two visiting faculty members.

Currently there are 9 students declared as German majors at Stony Brook,\* and the major was removed from Admissions materials and the Bulletin effective Fall 2016. To continue to offer the major as it is written would require the replacement of Professor Kerth who retired last spring. Kerth contributed two 300-level courses for the major as well as elective courses. Bloomer pointed out that even before Kerth's retirement, students in the major often needed to complete independent studies to complete credits for the major.

Current funds have been allocated to larger majors and departments, and while it is not possible to replace Kerth at this point, Dean Kopp pointed out that it is not a possibility for this year. Kopp attempted to negotiate with Binghamton and Buffalo on agreements to share language courses; however, with administrative vacancies at those institutions an agreement was not possible. Kopp urges the committee to consider alternatives as a bridge and to avoid permanent decisions. Dr. Bloomer noted that the Chairs of the German departments at Binghamton and Buffalo opposed the suggestion of course sharing with Stony Brook.

Faculty members asserted that German is critically important to business, literature, and global awareness, and urged the committee to consider the importance of retaining the major.

Faculty suggested joint hires with other departments; however, joint hires have historically not proven useful, with the hired faculty member choosing to pursue their primary area of interest.

To offer a teacher preparation program in German, students need to complete 36 credits in the language, which is impossible even with two full-time faculty. Bloomer recommends study abroad for students who would like the teacher preparation component, but it is unclear as to whether study abroad may be required for a major. Members pointed out that study abroad programs may not be financially feasible for some students. Dr. Jourdain (Director, Foreign Language Teacher Preparation) noted that she would prefer not to de-activate the SBU German teacher prep programs that are registered with State Ed. If there are no students enrolled in the German teacher prep. program in 7 years' time (the next time the foreign language teacher education programs will have to be accredited), they will need to be de-registered.

While it would be possible to offer a 'watered-down' version of the major, it is difficult to require courses outside of the department since those courses often require prerequisites not met by students enrolled in the German major. A revised version of the major course might be comprised of a total of 30 credits, including GER 211, 212, 311, 312, HUG 221,

229, and elective credits. The minor may continue to be offered using GER 211, 212, 311, 312, HUG 221 and 229, and 1 upper-division HIS course.

\*Note that data from Institutional Research indicates that as of Fall 2015, Stony Brook had the strongest enrollment of all German majors in the SUNY system (Stony Brook in Fall 2015 had 6 enrolled majors, as compared to Binghamton-3, Buffalo-1, and Oswego-5).



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6<sup>th</sup> meeting, November 8, 2016—Approved November 15, 2016

Present: Greg Ruf, Marie Huffman, Kane Gillespie, Beth Squire, Sarah Malmquist, Dawn Harris, Arlene Feldman, Izabela Kalinowska-Blackwood, Deb Serling, Roy Lacey

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of November 1, 2016 meeting: Approved
- 2 Deactivation of the GER major: The committee continued discussion of the proposed deactivation of the GER major. Discussion will continue at our next meeting after Kane discusses options with Robert Bloomer.

**II. Routine Administrative Matters**

N/A

**III. Curriculum Proposals**

- 1 Asian and Asian American Studies

The committee discussed the proposed updates to AAAS courses.

The committee expressed some general comments regarding the syllabuses. Please address these concerns before syllabuses are distributed to students:

- Some of the 410 courses allow one week for presentations while others allow two weeks. One week devoted to presentations may be too little depending on course enrollment.
- The 410 courses that satisfy SPK should include some training as to how to present effectively to the class. This may be as basic as referring students to websites that offer training on making effective presentations, and does not need to occur during class time.
- The committee suggests that all WRD courses share a standard length for the required paper (i.e. 15 pages). Some courses list 10-12 while others list longer papers. Papers should be substantive.
- Note that there is no D- grade basis, and D- grades should be removed from course syllabuses that list D- as a possible grade option.
- Note that typically semesters include 14 weeks of instruction, not 15 weeks as listed on some of the syllabuses.
- The committee recommends removing the SPK activities and % of course grade related to SPK activities for courses in which the SPK learning objective was removed.
- The committee suggests using the syllabuses for JPN 312 and 411 as models for other SPK courses.

CHI 312:

The committee approves the addition of SPK to CHI 312. See the general notes section regarding the D- grade basis and the 15 weeks of instruction noted in the syllabus. Please resubmit syllabus.

CHI 410:

The committee approves the addition of SBS+ and SPK to CHI 410, along with the removal of HFA+.

CHI 426:

The committee approves the addition of SBS+ and ESI to CHI 426, along with the removal of SPK. Please remove the SPK activities and % of course grade related to SPK activities and resubmit syllabus.

HIN 312:

The committee approves the addition of SPK to HIN 312.

JPN 312:

The committee approves the addition of SPK to JPN 312. The committee recommends extending the amount of time devoted to presentations from one week to two weeks depending on course enrollment. See the general notes section regarding the D- grade basis and the 15 weeks of instruction noted in the syllabus. Please resubmit syllabus.

JPN 410:

The committee approves the addition of SBS+ and SPK to JPN 410, along with the removal of HFA+. Please add training for the SPK component and resubmit syllabus.

**JPN 411:**

The committee approves the addition of WRD and SPK to JPN 411, along with the removal of HFA+. The syllabus indicates that 4 unexcused absences will result in a grade of 'F' for the course; note that this is greater than the 5% of final grade based on attendance noted in the syllabus. Please clarify (perhaps list the 5% as class participation instead of attendance).

**JPN 412:**

The committee approves the addition of SPK and WRD to JPN 412.

**JPN 426:**

The committee approves the addition of ESI to JPN 426, along with the removal of SPK. Please remove the SPK activities and % of course grade related to SPK activities and resubmit syllabus.

**KOR 312:**

The committee approves the addition of SPK to KOR 312. Note that peer evaluation should not be included in the presentation or class grade. The syllabus lists that attendance and class participation are worth 5% on p. 2 of the syllabus; however, page 3 notes that attendance and class participation are worth 10% of the final grade. Please address and resubmit syllabus.

**KOR 411:**

SPK is conditionally approved for KOR 411, pending receipt of a syllabus that includes 10 minutes of presentation per student. Acting as discussion leader for the course does not count toward the SPK learning objective.

**KOR 412:**

The committee approves the addition of SBS+ and WRD to KOR 412, along with the removal of HFA+, pending receipt of a syllabus that includes a more substantive requirement for the course paper (the committee suggests to change the length of the paper to 15 pages from 10-12).

**KOR 426:**

The committee approves the addition of ESI to KOR 426, along with the removal of SPK. Please remove the SPK activities and % of course grade related to SPK activities and resubmit syllabus. The committee recommends revising the course description so that the description does not reference 'an introduction to...' since it is a 400-level course and should be taught at a higher than introductory level.

**2 Art History**

The committee began discussion of the proposed updates to the ARH program and courses.

The committee approves the proposed course ARH 106-ARTS/SNW Art and Science without the SNW SBC learning objective. As written, the course does not meet the learning outcomes for the SNW SBC objective (see [http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree\\_requirements/SNW.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/SNW.php)). It is unclear as to how much of the reading excerpts are science. Depending on the length of the excerpts, the readings may be too high-level to use for a 100-level course. It is unclear how the science knowledge learned in the course is tested. A more detailed reading list, along with an updated syllabus that addresses how the course satisfies the SNW standards and a more thorough description of assignments and expectations of the course paper, would be helpful to determine whether the course adequately meets the SNW standards. Note that there is no 'D-' grade basis, a class participation percentage of 30% of final grade is high, and a paper of 8-10 pages in length is generally too high-level for an introductory course. The committee suggests adding to the course description that sketching is a required component of the course.

The committee approves the proposed ARH 395-STAS/ESI Topics in Visual Culture.

The committee agrees to the renumbering of ARH 406 to 350, pending receipt of an updated syllabus addressing the number of papers/assignments due in the course, and how these assignments factor into the final grade. Please clarify how the grade basis includes the five papers (including one final), four paper assignments, and museum journal. The first sentence of the 'grading and final grade calculations' portion of the syllabus seems to contradict the 'final grade calculations' section of the syllabus. What is the intended enrollment in the course? Assigning one student to leader the class per week implies a very small class enrollment.

While the committee agrees to the renumbering of ARH 407 to 328, the syllabus does not explicitly address how the course meets the SPK and CER learning outcomes. The SPK portion of the course is not up to standard regarding the peer review portion of the SPK learning outcome, and it is unclear how the CER learning objectives are addressed in the assignments. The committee suggests including assignments to support the CER learning objective so that students internalize the significance of the learning objective. The SBC learning objectives are conditionally approved pending receipt of an updated syllabus with greater clarification as to how the learning outcomes are met.

The committee agrees to the renumbering of ARH 420 to 323.

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7<sup>th</sup> meeting, November 15, 2016—Approved November 22, 2016

Present: Greg Ruf, Marie Huffman, Kane Gillespie, Beth Squire, Sarah Malmquist, Dawn Harris, Roy Lacey, Izabela Kalinowska-Blackwood, Robin McCarthy

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

1 minutes of November 8, 2016 meeting: Approved

2 Meeting times for the Spring 2017 semester will be Tuesdays, 10-11:30AM in the CAS Dean's office conference room.

3 Deactivation of the GER major: Postponed until further discussion with Dean Kopp.

4 Online courses

Proposed: ECO 348, ECO 362, ECO 364, ECO 389, EGL 191, SOC 337, SOC 339

The committee expressed concern that PhD students are developing courses without faculty supervision. At a minimum, the committee requests that a faculty member in the department serve as supervisor for the course to provide a support structure at the departmental level. The committee recommends that each department nominate a point person to assist with online course development within the discipline.

Committee members also expressed concerns about potential communication problems between instructors who are non-native speakers and students in the course. These problems can become more pronounced in the online environment where students cannot see body language and facial expressions to determine intent.

**II. Routine Administrative Matters**

1 Updates to MUS 189, 267 jazz classes; new course MUS 289 Small Jazz Ensemble Level 2. Expand the existing jazz sequence MUS 189 -> MUS 267 by adding an additional course (MUS 289) and re-titling the existing MUS 267. Doing so will allow students to work with others of similar musical preparation among the three courses in the sequence.: Approved

2 WST 407 Senior Research Seminar for Women's and Gender Studies Minors: add WRTD, EXP+, SPK since the course uses the same syllabus as WST 408 which carries WRTD, EXP+, SPK: Approved

**III. Curriculum Proposals**

1 Art History

The committee continued discussion of the Art History proposed updates and course changes.

The committee approved the changes of title/description/prerequisite to ARH 207, 306, 315, 316, 397, 400, ARS 105, and the general updates to course prerequisites.

The committee is concerned about overlap between ARH 207 Digital Media: History/Theory and CCS 200 Media History. The committee suggested that the courses be crosslisted.

The committee approved ESI/SPK for ARH 323 History and Methods of Art History. Note that the course syllabus should be updated to include training for SPK (this may be as simple as an online tutorial, and does not need to take up class time).

The committee approved WRTD/ESI for ARH 400 Seminar in Art History and Criticism. Note that there is a discrepancy between the learning objectives listed for the course on the SBC proposal form and those listed on the course syllabus, and there is no 'D-' grade basis as listed on the course syllabus. The committee expressed concern about the number of seminars offered per year. What if the seminar topic is in an area not related to the student's background or previous coursework?

The committee expressed the following concerns regarding the proposed updates to the ARH major and minor:

- The committee agreed that the proposed updates to the major and minor are a 'logistical, advising, and budgetary challenge,' and also results in an educational experience that lacks the commonality of experience that the committee requests of majors.
- By allowing students to choose from twelve foundational courses, the department makes a commitment to offering all twelve foundational courses each semester. The committee suggests creating a list of 3-4 foundational courses that are required of all majors. There is a serious concern from the dean's office that part I of the revised major is not budgetarily sustainable or logistically viable. How will the department ensure that the courses in the part I of the major will be offered in sufficient amounts and frequency to provide students the courses that they need to progress in the major?
- Please provide a spreadsheet that includes all courses, how frequently they will be offered, and who will be teaching the courses, along with the course prerequisite.
- It will be difficult to plan how students will progress in the major since ARH 202, 204, and 206 are prerequisites for some of the 300-level courses, yet it is possible to complete the foundational area without having taken any of those courses.
- The committee voiced concerns that the updated major lacks the breadth that was covered in the current major, and suggests that the department adjust the composition of the courses required for the major. As written, a student could graduate without having taken a course that includes art history before 1900.

## 2 Anthropology

The committee approves the proposed course ANT 377-ESI, SNW Animal Tool Use.

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Undergraduate Curriculum Committee  
Academic Year 2016-2017**

**Minutes**

8<sup>th</sup> meeting, November 22, 2016—approved November 29, 2016

Present: Greg Ruf, Marie Huffman, Kane Gillespie, Beth Squire, Sarah Malmquist, Dawn Harris, Roy Lacey, Izabela Kalinowska-Blackwood, Robin McCarthy, Deb Serling, Arlene Feldman

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of November 15, 2016 meeting: Approved
- 2 Meeting times for the Spring 2017 semester will be Tuesdays, 10-11:30AM in the CAS Dean's office conference room.
- 3 Deactivation of the GER major: Postponed until further discussion with Dean Kopp

**II. Routine Administrative Matters**

- 1 Inactivate SBC 320 Sub-Saharan Africa: Geography, Cultures, and Societies; add SBC 374 as a crosslist to AFS 374 Environment & Development in African History: Approved
- 2 Add "or successful completion of WAE 190" to the prerequisite for WAE 192 High Intermediate Writing which currently reads "Prerequisite: a score of 1.5 on the writing assessment": Approved
- 3 Add POL 366 as a permanent crosslist for JRN 366 The Press & the Presidency; change prerequisite to "JRN 205 or POL 102 or permission of the instructor" to include POL 102: Approved

**III. Curriculum Proposals**

- 1 Theatre

The committee is pleased to approve the proposed updates to the THR major and minor, along with the removal of prerequisites for THR 304 Marketing and updates to THR 315 DEC I/ HFA+ Topics in Theatre History and Theory: The Classical Age and THR 316 DEC I/HFA+ Topics in Theatre History and Theory: The Modern Era.

Note that no faculty members are listed for THR 214, 277, and 316 in the course grid. Please confirm and resubmit. In the GER column on the SUNY form, the department should indicate which GER is satisfied by the course (see Kane or Beth for assistance if necessary). It would be helpful for students if WRTD and SPK classes are included in the requirements for the major.

- 2 Narrative Filmmaking

The committee expressed significant concerns over the proposed minor in Narrative Filmmaking and the associated courses. The committee invites the department to rework the proposal and resubmit by December 20, 2016 (with evidence of collaboration from the Art, English, and Cinema and Cultural Studies departments) for consideration for the Fall 2017 Bulletin. Submissions received after December 20 will be considered for the Fall 2018 Bulletin.

The committee concerns included the following:

- It is unclear who will teach the courses. Please clarify who the names of the faculty associated with the program. The program website indicates that there is only one full-time faculty member, and it is unclear to the committee that a minor could be viable without a group of faculty that has a high ratio of full time status for instruction and supervision of junior faculty and graduate student instructors as well as advising students in the minor.
- Please clarify who the faculty director of the program will be, as well as the plan for advising students and the plan for administrative support for the minor for class scheduling and curriculum, budget, personnel, etc.
- In a comparison of the proposed courses to existing CAS courses, there appears to be significant overlap with courses offered in other departments (such as FLM 100 with CCS 101 and FLM 101 with ARS 326/EGL 194). A member of the committee argues that, given the overlap, that several of the FLM courses appear to be in film studies as opposed to filmmaking. Could you clarify the differences between the proposed FLM courses and existing courses? (see appended list of existing courses)

- The committee suggests reworking the minor to combine the film studies courses offered through other departments (see attached list), with new film-making/production courses, thus filling gaps that are not offered through other departments.
- The proposed structure of the minor would seem to allow completing the minor with only one upper-division course (eg., if a student repeats one upper-division topics course). Assuming that this is not the intent, the committee suggests closing that loop-hole in the requirements by adding a note to address the loophole and/or requiring the Senior Project for all students in the minor.
- Several courses assume that students subscribe to Netflix. Is this a reasonable requirement for students? What if a student does not have the financial means, for example, to subscribe to Netflix? Does the library have enough copies of the movies as an alternative for students who do not subscribe to Netflix? What if the assigned movie is removed from Netflix after the syllabus has been planned?
- The committee is concerned that that several of the proposed WRTD courses do not include a WRT prerequisite. Additionally, WRTD courses are intended to be ‘writing within the discipline,’ and as such, should be limited to upper-division courses so that students may show their knowledge of the subject.
- The committee will continue the review of the proposal with in-depth review of the course proposals upon response from the program on the concerns above.

**Addendum to minutes:  
UNDERGRADUATE COURSES relevant to film:**

title	description
AAS 232: Introduction to Asian American Fiction and Film	The course is an introductory survey of Asian American fiction (short stories and novels) and films (narratives and documentaries). A central premise of the course is that the histories of racial segregation in the U.S., immigrant exclusion acts, colonial and contemporary wars in Asia, and global migrations are the political and historical contexts of Asian American narratives.
AAS 247: Modern Korea through Visual Culture	Examines Korea's historical experiences and social transformation from mid-nineteenth century to present through visual materials such as photographs, films, postcards, print materials and paintings as well as historical texts and secondary analysis. Students will acquire in-depth knowledge of Korea's modern experiences as well as its contemporary society and culture. The course aims to cultivate students' visual literacy on modern Korea through interpreting and analyzing historical visual documents and creating their own visual essays.
AFS 363: Blacks and Mass Media	An historical examination of the major media characterizations of black Americans and the Black Experience, and the impact of these portrayals on American society at large. The roles of newspapers, books, magazines, plays, radio, movies, television, and advertisements are studied.
ARH 395: Topics in Visual Culture (pending approval)	Examines issues in the interdisciplinary field of visual culture. Explores the dynamic state of visual media in contemporary life and their historical origins, seeking interrelationships between art and film, science and technology, mass media and digital culture.
ARH 210: Modern Art and the Moving Image	An introduction to film and video art technologies within modern and contemporary art practice. Surveys canonical works in experimental film, artist's television, video installation and artist's cinema from the 1910s to the present, situating these works in relation to larger movements in the visual and performing arts, and to the changing conventions of mainstream film and television.

ARH 398: Topics in Film and Video Art	<p>An in-depth exploration of particular artists, ideas, and/or movements within the field of experimental film and video art, building on the broad survey provided in ARH 210. May be repeated for credit as course topic changes.</p>
ARS 225: Introduction to Digital Art	<p>A hands-on introduction to the use of computers in the fine arts. Students explore image creation/manipulation, digital publishing and moving image through lecture, lab and discussion. Emphasis is on the expressive potential of the technology. No prior computer experience is required. Study of the history and impact of digital media on the arts and contemporary culture contextualize practical assignments.</p>
ARS 326: Video Art: Narrative Forms	<p>An exploration of the practice, theory, and history of narrative video art and independent cinema through lecture, production and critique. Students script, plan, shoot and edit short narrative video works for screen and projection. Emphasis is on story development, technical proficiency, creative execution and critical thinking. Video production and editing is done digitally. Video production is supported by the study of historical and contemporary examples of narrative-based video art. This course is repeatable to a maximum of 6 credits. This course has an associated fee. Please see <a href="http://www.stonybrook.edu/coursefees">www.stonybrook.edu/coursefees</a> for more information.</p>
ARS 327: Digital Arts: Web Design and Culture	<p>An exploration of the practice and history of art on the Internet through lecture, project production, discussion and critique. Students create content for the web and mobile platforms while examining historical, and theoretical issues related to art and design on the Internet. Images, text, sound, and code are used to create web-based artworks and informational sites in response to course content. Emphasis is on creative use of current web technologies and software, as well as an examination of the cultural implications of the web. This course has an associated fee. Please see <a href="http://www.stonybrook.edu/coursefees">www.stonybrook.edu/coursefees</a> for more information.</p>
ARS 328: Digital Arts: Animation	<p>An investigation of the practice, theory, and history of animation within art and independent media through labs, lecture, readings, and project critiques. Animation production will cover computer-based stop-motion as well as some 2D and 3D computer animation. Emphasis is on creative content, experimentation and critical thinking. Students work with computer based 2D and 3D animation tools to create several short assignments and one significant project using one or more techniques.</p>
ARS 329: Video Art: Experimental Forms	<p>An exploration of video as an experimental art form. Video can be displayed on screen, integrated into objects, installations and performances, or harnessed for its light and time bending capacities. Students explore the potential of moving images as fine art material through production, lecture, discussion and critique. Includes an overview of important experimental, contemporary and historic film, video and moving image projects. Readings, art viewing and critique support art production. Emphasis is on experimentation in the creation of time-based of artworks.</p>
ARS 425: Advanced New Media Art	<p>Advanced study of the practice and theory of new media art through production, lecture, discussion, exhibition and critique. Students create self-defined projects that revolve around new media methodologies and techniques. Artwork created in class can include but is not limited to 2D and 3D, digital, print, video, animation, interactive objects, data, installation and performance.</p>

ARS/CDT 208: Introduction to Media Technology	A survey and hands-on introduction to digital media. Students are introduced to the practical, conceptual, and historical use of computers and related imaging tools in the visual arts through lecture, labs, readings, and project critiques. This course serves as preparation for further study in electronic media and as an opportunity for students in the arts to gain basic computer literacy. Students will develop strategies for combining images and text. Students will then distribute these works on the web. Emphasis is on the conceptual and artistic potential of the technology.
CCS 101: Introduction to Cinema & Cultural Studies	An examination of mediated images and how they characterize and shape our everyday lives. Students learn how to recognize, read, and analyze visual media (which may include: film, television, advertising, photography, music videos, art, graphic design, machinima, and web-based images) within the social, cultural, and political contexts of cinema and cultural studies.
CCS 202: Film Genres	An introduction to the study of film through the examination of a single or multiple genres. Special attention is given to genre theory and cultural considerations or genre.
CCS 203: Cinema History	An introductory study of cinema history either via a historical survey, or focus on a particular period. Emphasis is placed on global cinema history within the contexts of: exhibition, audience, regulation, technology, film form, style, and movements, industry, distribution, and select national contributions.
CCS 301: Cinema and Media Theory	Recent trends in critical theory applied to the study of film, television, literature, popular music, and other types of "cultural production." In-depth analyses of specific literary, visual, and musical texts are situated within structures of power among communities, nations, and individuals. Exploration of how identities of locality, gender, ethnicity, race, and class are negotiated through cultural forms.
CCS 311: Gender and Genre in Film	Examination of the notion of genre as a category of analysis and its often conflictive relationship to gender in the context of specific genres (the western, film noir, the horror film) and film story. Attention is paid to a particular genre's appeal to men and/or women as well as its relationship to larger social, cultural, and political issues.
CCS 312: Cinema and the Ancient World	A reading of Classical Texts alongside their representation in the cinema. Readings will include classical literature, contemporary treatments of the classics, and film theory. We will pay special attention to how filmmakers are much more attentive to ideas from the present than from the past when they construct their films around ancient texts.
CCS 313: Television Studies	This course maps the social, cultural, and technological changes that the medium/media of television has experienced from its early ties to radio models of broadcast to the changes in reception wrought by digital technologies.
CCS 381: Topics in Cinema Studies	An examination of cinema within diverse cultural, historical, social, or technological contexts. Emphasis is placed on the study of cinema from an interdisciplinary perspective. Attention may be focused on a particular era, director, genre, area, practice, or phenomenon.



CCS 391: Topics in Contemporary African Cinema and Cultural Studies	This course will examine African traditions of graphic writing in their theoretical, literary, and cinematographic application. The emphasis will be placed on the visual arts and their political significance in contemporary African debates, and of particular interest will be the production of contemporary artists, the strategies they use, and their impact in both global and local discussions. The artifacts will additionally serve as tools to investigate the modalities of a contemporary African self-understanding through the lenses of images and graphic design.
CCS 392: Topics in American Cinema and Cultural Studies	The history of cinema as art has been directly linked to the evolution and increment of multicultural societies. This course studies the ways in which film has either included or excluded representations of multiculturalism in the United States, and how films have discussed and participated in the different debates about cultural, ethnic, racial, sexual, gender and class difference within the United States. The course studies theoretical concepts such as difference, ethnicity, migration, incorporation and cultural contact zones.
CCS 393: Topics in European Cinema and Cultural Studies	A comparative study of European cinema in a historical, cultural, and political context. The course will concentrate on those films and movements that achieved a major impact in their country of origin as well as received international critical attention.
CCS 394: Topics in Asian Cinema and Cultural Studies	This course is an overview of the history of Asian cinemas, with an emphasis on the geopolitical study of China, Hong Kong, India, Japan, and Taiwan. By focusing on issues relating to nationhood, cultural production, gender relations, and the impact of colonialism and globalization, the course will explore the commonalities, and/or particularities between the various cinemas, based on a set of overlapping themes and cultural aesthetics. Repeatable as the topic changes, for a maximum of 6 credits.
CCS 395: Topics in Digital Technology and Culture	This course critically examines how digital media and technology assist in the redesign of our political, economic, social, and cultural worlds. Special attention is paid to theories of digital media and historical developments of new technologies, as well as cultural practices with emergent technology.
CDT 317: Interactive Media, Performance, and Installation	A multi-disciplinary production class that explores the possibilities of interactive media through image, sound and performance. Students will participate in all aspects of audio and video production with the intent of creating finished interactive mixed media installations or performances. Course topics include sound recording and synthesis, sampling, video, lighting, alternative input, MIDI and OSC. This hands-on course stresses small experimental-creative laboratory assignments and culminates in final small-group or individual projects. All editing and postproduction will be done digitally. All production for this course is within a fine arts context, and is graded accordingly. Throughout the semester students will be exposed to video, audio and installation works from a variety of artists. Contemporary video and audio practices will be a key component of the class in both production and critique.

CDT 318: Movie Making: Shoot, Edit, Score	An investigation of the relationship between music and film and video. Students script, shoot, edit, and create short videos with soundtracks, exploring different aspects of visuals and music. All editing is done digitally. Works may be made for screen, installation, or performance. Also examines historical and contemporary artistic exploration with such media. Formerly offered as ARS/THR 318.
CDT 450: Topics in Computational Arts	Studies of topics arising from the intersection of digital arts, culture and technology, using a variety of approaches from the arts, humanities and sciences. Possible topics include: Disruptive Technologies, Virtual 3D Story Telling, Cultural Networks, Fast, Cheap, and Out of Control: the Remonetization of Music and Other Promiscuously Transportable Media Objects.
EGL 121: Global Film Traditions	An introductory film course with a focus on the cross-cultural study of film from multiple world traditions. Students will learn the basics of film analysis and terminology. They will also develop a familiarity with film traditions outside the US, including (but not necessarily limited to) parts of Europe, Senegal and other parts of Africa, South Asia (India, Pakistan, and elsewhere), Iran, China, Korea, Japan, and elsewhere.
EGL 194: Introduction to Film	Offers an introduction to film, including a basic familiarity with the terminology of film production and with techniques of film analysis. The course emphasizes critical viewing and writing, with attention to cinematography, editing, sound, narrative, authorship, genre and ideology. The course also offers an introduction to multiple cinematic traditions from across the globe.
EGL 324: Ecofeminism, Literature and Film	Ecofeminism, Literature, and Film will examine the connections among ecology and feminism in literature, film, conservation and sustainability. Ecofeminism is a complex ecocritical and philosophical approach to reading literature, film, and culture; it asks that we rethink our relationship to the earth and our responsibilities as human beings to all living creatures and to people of all races, cultures, and genders. In this course, students will study ecofeminist concepts in poetry, nonfiction essays, fiction, and films, and they will examine the work of prominent women ecologists, conservationists, and environmentalists.
HUI 231: Sex and Politics in Italian Cinema	The cinematic representation of gender, class, and sexual politics in post-World War II Italian films and the relationship of these themes to Italian history, society, and culture are discussed. Films by directors such as Bertolucci, Fellini, and Wertmuller are studied. Readings include selected works of film history, criticism, and theory.
HUI 338: Images of Italian Americans in Film	Italian-American ethnicity as represented in mainstream and independent American cinema from the silent era to the present. Particular attention is paid to the origin and existence of the traditional stereotypes associated with these representations, how they reflect the changing role of immigrants from the Industrial Revolution to the present, and how Italian-American filmmakers respond to them.
HUR 241: Russian Cinema	Survey of major developments in Soviet and Russian cinema extending from the groundbreaking innovations of Soviet montage to the popular cinema of the post-communist period. Emphasis on situating the works of, among others, Eisenstein, Tarkovsky, Muratova, Balabanov within the context of Russia's tumultuous history and its distinct cultural traditions.

HUS 390: Latin American Cinema	A contextual approach to the national cinemas of Latin America in global context. Students develop their skill in film analysis as they examine the specific role of film in re-focusing the terms of ongoing debates on questions of national identity and the function of culture in society.
JRN 215: Introduction to Multimedia Skills Lab	Images and sound are critically important to journalists. In this lab, students will explore and apply basic skills in audio, video and photography. This lab will be divided into three sections: Four weeks of audio, five weeks of photography and five weeks of video. Students demonstrate proficiency with digital audio recorders, video and still cameras as well as proficiency in basic editing in all mediums.
JRN 370: Advanced Visual Reporting and Storytelling	This course builds on the work of JRN 310 and is offered in a workshop/production environment. There is focus on mastering the reporting of breaking news, live reporting and developing story ideas. Emphasis also will be on shooting techniques. Students will produce longer-form reports.
JRN 381: Web Presentation	Students will combine their advanced journalistic skills in reporting, writing and producing with advanced multimedia techniques to create an online "microsite" devoted to one major story, combining text with video, photos, blogs and interactive features.
JRN 411: Television Practicum	This is a capstone course for students specializing in video. This day-long workshop class meets on Fridays from 9 am to 6 pm, with an hour break for lunch. Each week, students will produce and broadcast a half-hour, live newscast that will be broadcast on the Web and on a campus news channel. The class will experience the working conditions of a professional TV newsroom. Over the course of the semester, students will have the opportunity to work in each of they key jobs necessary for a successful newscast: broadcast producer, news director, anchor, field producer, reporter, video editor and member of the studio crew. Following each newscast, the news team will gather for a "post-mortem" meeting. At this meeting, work will be critiqued and plans will be made for follow-up stories and the next week's newscast. The post mortem will serve as a weekly assessment for the students.
WST 237: Images of Italian-American Women	Examination of the role of Italian-American women through literature, film, politics, and music. The specific ways they have contributed artistically and socially to the American cultural scene from the first wave of Italian-American immigration to the present is considered.

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2016-2017**

**Minutes**

9<sup>th</sup> meeting, November 29, 2016—Approved December 6, 2016

Present: Greg Ruf, Marie Huffman, Kane Gillespie, Beth Squire, Sarah Malmquist, Dawn Harris, Robin McCarthy, Deb Serling  
Guests: Peter Gergen, Sacha Kopp, Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of November 22, 2016 meeting: Approved with changes
- 2 Deactivation of the GER major: Postponed until further discussion with Dean Kopp

**II. Routine Administrative Matters**

- 1 Add AMS 151/161 as calculus option for the Biology major two-semester required sequence: Approved with reservations. AMS 151/161 may not satisfy the prerequisites for required Biology courses.

**III. Curriculum Proposals**

- 1 BA in Biology

The committee continued discussion of the proposed BA in Biology with required minor, and thanks Dr. Gergen for the submission of a comprehensive and detailed (albeit incomplete) proposal. SUNY and SED seem to have set a precedent of allowing a BA in Biology with required minor by approving the similar program offered through SUNY Albany. Dr. Gergen presented compelling evidence that most transfer students will not be adversely impacted by the minor.

The committee approves of moving forward with the proposal process, pending written confirmation from the Dean that resources will be allocated to ensure that proper advising for the major will be delivered, and that departments will be able to offer seats in required courses and provide sufficient advising for timely completion of the minor.

The committee expressed the following comments and concerns:

- It would be helpful to include in the description of the major a paragraph about the selling point of why to do a minor, and the value add nature of a minor. Dean Kopp offered to write a preamble to the SUNY proposal to emphasize the value added of the BA+minor structure as a Liberal Arts program.
- The committee recommends adding a list in the Bulletin of which minors are permitted and not permitted with the BA in Biology.
- The committee recommends that the department propose an exit strategy for students who face logistical issues (e.g., scheduling conflicts, transfer issues) that might prevent them from completing a minor. The committee does not want issues that are out of the students hands to prevent timely progress toward graduation.
- The committee recommends letting students (transfers especially) know that a minor is required prior to orientation, and asking students to consider what minor interests them to streamline the orientation registration process. Appropriate communication is needed with the offices of admissions and orientation. The required minor should be emphasized in the description of the program in the bulletin.
- The committee recommends adding a note at the bottom of the course table stating that the number of credits listed is maximum number, and that students may enroll in fewer credits by choosing SBC courses that are double- or triple-certified.
- The committee recommends adding a note that a non-overlapping second major may also be used to satisfy the minor requirement. Note that the SUNY proposal would need to include this option (and SUNY/SED would need to approve it) for this option to satisfy TAP.
- Logistically, it may be difficult for some small departments to schedule enough courses for the additional demand resulting from the required minor.
- Dean Kopp recommends that for intellectual credibility and logistical operations that the minors be restricted to those housed within the College of Arts and Sciences. The committee agrees, but also sees the value in non CAS minors such as Business and Journalism. The Dean suggests starting with minors within CAS and inviting proposals from non-CAS programs as to how they would provide sufficient seats in their minor programs.
- The committee notes that the BA with minor option may have the unintended consequence of more demand on the Biology BS if students revert to the BS option if there are not sufficient seats in existing minors.
- The committee views Dean Kopp's attendance at the meeting as an extension of his endorsement of the proposal by virtue of his presence and having spoken positively of the program. However, the committee requests a written endorsement for the committee records.



# Arts and Sciences Senate Undergraduate Curriculum Committee Academic Year 2016-2017

## Minutes

10<sup>th</sup> meeting, December 6, 2016—Approved December 13, 2016

Present: Greg Ruf, Marie Huffman, Kane Gillespie, Beth Squire, Sarah Malmquist, Dawn Harris, Robin McCarthy, Deb Serling

Guest: Paula Di Pasquale-Alvarez

### I. Committee Business

- 1 minutes of November 29, 2016 meeting: Approved
- 2 Deactivation of the GER major: The committee continued discussion of the proposed deactivation of the GER major, and Beth will forward the most recent emails from the department. The committee will vote on proposed options by next Thursday, 12/15, so that the proposal may be voted upon by the Undergraduate Senate in February, 2017.

### II. Routine Administrative Matters

none

### III. Curriculum Proposals

- 1 History updates

The committee approves the proposed new courses HIS 320-Skill 4/DEC K/SBS+/SPK Latino New York, HIS 331-Skill 4/DEC K/SBS+, **ESI** Immigration in American History (note that ESI was not approved for HIS 331), and HIS 332-DEC J/SBS+, ESI Postcolonial South Asia, with comments:

- The course learning objectives for HIS 320 read more like a course description than objectives for the course. Please see <https://facultycenter.stonybrook.edu/assessment/articulatingstudentlearningoutcomes>
- The committee notes that the descriptions of the final presentation for HIS 320 could be clarified and expanded. For example, what is the presentation and what are the student expectations?
- The estimated enrollment for HIS 320 is 25, yet only two sessions are devoted to presentations. If each student's presentation is 10 minutes, 4 class sessions should be devoted to presentations.
- Please list the alternate instructors for HIS 331.
- The Me-Search genealogy assignment required for HIS 331 does not seem sufficient to satisfy ESI. The committee felt that the project as described did not meet the learning outcomes or standards as defined in the bulletin. For more details, contact the Chair of the committee.
  - HIS 331 requires that students use a free 14-day trial of ancestry.com, yet the research required seems that it will take longer than 14 days. Is there another resource that students could use that would be free and allow more time to complete the research? Perhaps the library staff have suggestions.
  - If students do not have documentation about family or family history is not recorded, is an alternate assignment allowed for HIS 331?
- HIS 332 is very reading intensive, and students are required to bring hard copies of the readings to each class. This may become cumbersome for students.
- HIS 332: percentages for assignments appear in the syllabus but not on the proposal form (question #18b). Please confirm that the syllabus is as intended.
- HIS 332: One member of the committee familiar with the discipline noted that #23 and 24 on the proposal form might indicate the incorrect regional reference.

The committee expressed some general comments about course syllabuses (for the new courses and courses for which the course description is updated):

- Please see the university attendance policy that dictates that students may not be penalized for missing class due to university-sponsored activities or religious observances. Several syllabuses note that students are permitted 2 excused absences. Note that instructors must accommodate these absences [http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies\\_expectations/participation\\_univspnsered\\_activities.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/participation_univspnsered_activities.php) and [http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies\\_expectations/equivopportunity\\_religiousabsences.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/equivopportunity_religiousabsences.php).

- Note that references to the university bookstore to purchase textbooks should be removed from course syllabuses.

The committee approves the addition of SBS to the following courses: HIS 204, 209, 213, 214, 220, 221, 226, 227, 250, 262, 263.

The committee approves the addition of SPK to HIS 301, although the committee recommends devoting a greater number of classes to the presentations as one class does not seem to be enough to accommodate all students based on the amount of time required for each presentation.

The committee approves the change in SBC for HIS 327 from ARTS/USA to SBS+/HFA+. The syllabus notes a change in prerequisite for the course from 'WRT 102' to 'one SBS or HUM course.' Please clarify whether the change in prerequisite is a requested update to the course.

Based on the proposed syllabus, the committee does not agree with the addition of ESI to HIS 385. The syllabus implies that students who participate in the trial need only complete a 2-4 page paper, which is not sufficiently rigorous to satisfy ESI in the committee's opinion. Could you clarify the extent of the project for the committee?

The department requested course description revisions on the following courses: HIS 209, 213, 214, 220, 226, 227, 250, 301. The committee approves all of them in concept but notes that the course descriptions for HIS 209, 213, 214 do not currently adhere to the [Course Description Guidelines](#). Could the department review and advise Beth on the revision?

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2016-2017**  
**Minutes**

11<sup>th</sup> meeting, January 24, 2017—Approved January 31, 2017

Present: Greg Ruf, Marie Huffman, Kane Gillespie, Beth Squire, Sarah Malmquist, Dawn Harris, Robin McCarthy, Deb Serling, Arlene Feldman, Izabela Kalinowska-Blackwood

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of December 6, 2016 meeting: Approved
- 2 GER major reactivation with revised curriculum (effective Spring 2017): Approved

**II. Routine Administrative Matters**

- 1 HIS 496 Senior Honors Project in History--add EXP+: Approved
- 2 Add EHI 350 and EHI 351 to the EHI Minor as one of the choices for "2. Required minimum of three advanced courses chosen from the following.": Approved
- 3 PSY 310-SPK, WRTD, SBS+ Research and Writing in Psychology: add ESI--approved by the SBCIG for Spring 2017. Remove SBS+ effective Fall 2017: Approved
- 4 PHI 108: remove prerequisite "Prerequisite: Open to freshmen and sophomores, and to juniors and seniors who have not completed D.E.C. B or HUM": Approved
- 5 Final version of BIO BA proposal: Approved

**III. Curriculum Proposals**

- 1 Narrative Filmmaking

The committee agrees that the campus would benefit from a minor in Narrative Filmmaking; however, the committee concerns from the first iteration of the minor have not been addressed. In particular, the proposal does not show evidence of productive outcomes from consultations with overlapping departments (for example, no CCS courses are included as options for the minor), and the concerns regarding course proposals from the first iteration of the proposal have not been sufficiently addressed. There is significant concern that the program and courses compete with DIA and CCS rather than complement the current offerings.

Note that the proposal states that Karen Offitzer will transition to a "Fulltime Clinical Professor of Practice" which is a title that is not used for faculty outside of the hospital.

While the committee looks forward to working with the department on a more robust and complete proposal, due to time constraints surrounding the Bulletin publication date, the committee will be unable to review another iteration of the proposal before the Fall 2017/Spring 2018 Bulletin is published. Additional revisions of the minor and course proposals will be considered for the Fall 2018/Spring 2019 Bulletin.

- 2 Writing and Rhetoric

The committee discussed the proposed Writing courses. The following general comments related to all of the course proposals:

- Course syllabuses must list course specific learning outcomes beyond those listed for the particular SBC requirement.
- Syllabuses should explain each entry in the grading breakdown, and the weighting of quizzes/attendance should match the punishment (i.e. if attendance is worth 10%, a student may not fail the course if he or she is absent for more than four classes).
- SPK courses lack the time set aside for presentations, and should include peer review and training for effective public speaking (this may be as little as a link to an online tutorial).
- Note that HFA+ courses must have a HUM course prerequisite.



- There seem to be an excessive number of courses scheduled for Mon/Weds afternoons. The committee suggests a 3x a week meeting pattern instead of 2x a week.

The committee agrees that the courses need additional work before they are approved. While the committee looks forward to working with the department on more robust and complete course proposals, due to time constraints surrounding the Bulletin publication date, the committee will be unable to review another iteration of the proposals before the Fall 2017/Spring 2018 Bulletin is published. Additional revisions to the course proposals will be considered for the Fall 2018/Spring 2019 Bulletin.

Specific course comments are addressed below.

#### WRT 205-HUM/CER Rhetoric and Culture

- Learning and Course Objectives for WRT 205 need to be re-done. They are too vague and they do not apply to the specific course. They need to be tailored to WRT 205.
- The 'tentative schedule' on the syllabus is unclear and should be revised.
- It should be evident from the course/Weekly Headings and the way in which the course will be taught that a specific SBC category will be fulfilled. It is unclear from the syllabus as to whether the course meets HUM or CER.
- Quiz grading: this is worth only 15% of the final grade, yet a student can fail the course if they get under 60% of this grade.
- Quiz grading rubric is unnecessarily convoluted and opaque. Please create a simpler grading rubric/rules relating to this mode of assessment.

#### WRT 210-HUM, USA, CER African American Rhetoric

- It should be evident from the course/Weekly Headings and the way in which the course will be taught that a specific SBC category will be fulfilled. It is unclear from the syllabus as to whether the course meets CER.

#### WRT 215-HUM, SPK Feminist Rhetorics

- It should be evident from the course/Weekly Headings and the way in which the course will be taught that a specific SBC category will be fulfilled. It is unclear from the syllabus as to whether the course meets SPK.

#### WRT 305--existing course, requesting ESI. ESI is **APPROVED**

- The Grading Rubric adds up to 105%, rather than 100%. Is this a typo?

#### WRT 310-HFA+, ARTS Fiction Writing

- It is unclear from the syllabus as to whether the course meets the learning objectives for ARTS (the art of storytelling).

#### WRT 315-HFA+, ARTS Playwriting

- The committee suggests cutting ARTS from the course. It is difficult to satisfy a basic versatility and deeper understanding SBC requirement in the same course.
- The required writing for the course (57-68 pages total) seems excessive, as does the 25% participation grade.
- There seems to be significant overlap with EGL 387 and THR 326. Please consult with the departments to see whether a crosslisting of courses is appropriate.
- Student learning outcomes on the syllabus should be tailored to the course and not cut and pasted from the SBC website.

#### WRT 320-HFA+ Creative Nonfiction

- What is the difference between the "three goals" and "course learning outcomes"? They are combined on the proposal form, but the goals are excluded from the SBC proposal form.
- The learning outcomes listed on the SBC proposal form do not match those listed on the syllabus or new course proposal form.

#### WRT 325-HFA+, GLO Global Literature

- What is the difference between "Course Learning Outcomes" and "Course Objectives"?
- 25% of the grade based on participation in class discussions seems high.
- The syllabus does not fully address how the SBC category GLO is fulfilled ("A certified course shall demonstrate a sustained, disciplined engagement with a society or culture beyond the United States **and/or** an issue(s) that links world societies together. A significant portion of the course must address the diversity and interconnectedness of the world's societies and cultures").

- There seems to be significant overlap with courses offered through other departments (i.e. CLT 101, 220, 221, 361, 362, 391-394, EGL 111, 112, 373, 374). Please consult EGL and CLT to determine the extent of overlap with existing courses.
- Please provide greater detail in the syllabus regarding the course readings and essays.

#### WRT 330-HFA+ Environmental Writing

- The committee recommends breaking up the grade percentage for Journals, Short Writing Assignments, & Participation = 30% to give each an individual value.
- The course learning outcomes seem copied from SBC learning objectives. Please make them class specific, and list as bullets.
- Learning outcomes on the SBC form do not match those listed on the course proposal form or SBC form.
- The attendance policy of 4 absences/8 tardies resulting in a failing grade is not accurately reflected in the grade breakdown.
- The reading assignments seem light (often 10 pages or less per session); is this appropriate for a 300-level class?

#### WRT 335-HFA+ Visual Rhetoric

- The learning objectives for the course seems to be copied from the SBC learning objectives (mostly for WRT). Note that “metacognition” & “multimodality” are not SBC LO categories.
- The committee recommends breaking up the grade percentage for Participation, Attendance, & Homework = 15% to give each an individual value.
- How is the course related to offerings from ARH/CLCS/DIA? Please seek input from overlapping departments.
- Learning outcomes listed on syllabus seem pasted from WRT SBC learning objective. Please make course specific and list in bulleted form.
- The attendance policy of 4 absences/8 tardies resulting in a failing grade is not accurately reflected in the grade breakdown.
- The reading assignments are lightweight and unspecified—is this appropriate for a 300-level course?

#### WRT 340-STAS, SPK Writing for the New Media

- Learning objectives should be course specific and clear.
- There is no evidence of synthesizing or evaluating qualitative and quantitative information, so the course does not seem to satisfy STAS.
- There is no evidence of an oral presentation contributing to a grade, what the oral presentations will be, any class time or resources devoted to teaching speaking techniques, or peer review, so the course does not seem to satisfy SPK.
- How do the chair activities contribute to course grade?
- The class quizzes are not included in the grade breakdown.
- Attendance and participation policies may not be allowable (e.g. excused absences will not be granted for documented illness but will be for athletic events?).

#### WRT 345-HFA+ Rhetorics of the Hero

- HFA+ courses must have a HUM course as prerequisite.
- There are no course specific learning outcomes.
- This course was taught in the summer so the schedule of readings includes only 4 weeks; it would be much easier to understand what was going on if the readings were split up into 15 weeks. Please rewrite syllabus in regular semester format.
- The syllabus mentions quizzes that are not included in the grading scheme.
- How will the students access the videos, or will they be shown in class? This should be included in the class schedule if they are in-class.

#### WRT 350-HFA+, SPK Living through Texts

- There are no course specific learning outcomes. The committee did not understand the outcomes listed in the table. Are these intended to be the course specific learning outcomes?
- Attendance and participation policies may not be allowable.
- The grading scheme should be included in the syllabus.
- More detail on the assignment topics should be included in the syllabus.
- No part of the grade comes from a presentation (which is not described in the syllabus), nor from any quiz or paper or presentation skills or a peer review of presentations. The course does not seem sufficient for SPK.

**WRT 355-HFA+, CER, SPK Rhetorics of Love and Compassion**

- The course does not meet requirements for CER or SPK. There is no evidence of any class time devoted to instruction on presentations, peer review of presentation, or description of the presentations that will occur. The oral presentations are also not described in any of the major assignments.
- No evidence of any class time devoted to topics that would meet the learning objectives of the CER category.
- No course specific learning outcomes listed on syllabus.
- HFA+ courses should have a HUM prerequisite.
- Attendance and participation policies may not be allowable

**WRT 360-HFA+ Rhetoric of Mental Health**

- HFA+ courses should have a HUM prerequisite.
- No course specific learning outcomes listed on syllabus.
- Syllabus mentions quizzes that are not included in the grading scheme.
- This course was taught in the summer so the schedule of readings includes only 4 weeks; it would be much easier to understand what was going on if the readings were split up into 15 weeks. Please rewrite syllabus in regular semester format.

**WRT 365-HFA+, GLO, SPK Writing Across Cultures and Contexts**

- HFA+ courses should have a HUM prerequisite.
- Course does not seem to meet the SPK learning objectives. In this class the oral presentation is done collaboratively, it's not clear how long the presentations are, there is no mention of evaluating other student's work, and also no mention of explicit training in how to make an effective presentation.

**WRT 370-HFA+, GLO Rhetoric and War**

- HFA+ courses should have a HUM prerequisite.
- Note that there is no D+ grade.
- Syllabus formatting should be fixed.

**WRT 375-SPK Technical Communication**

- Course does not seem to adequately meet the SPK learning objectives. In this class the oral presentation is 5 mins long worth only 10%, and there is no mention of explicit training in how to make an effective presentation.

**WRT 380 and 381--existing courses, requesting ESI**

WRT 380 and 381 do not seem to adequately fulfill the learning outcomes for ESI. In particular, it is unclear whether outcomes 2-4 are addressed in the syllabuses. Please revise to include how these outcomes are met through classwork and assignments.

***Learning Outcomes for "Evaluate and Synthesize Researched Information"***

- |  |               |
|--|---------------|
| 1. Locate and organize information from a variety of appropriate sources.            | ✓             |
| 2. Analyze the <b>accuracy</b> of information and the <b>credibility</b> of sources. | ?             |
| 3. Determine the relevance of information.   | maybe         |
| 4. Use information ethically and responsibly.  | Not addressed |

3 Political Science

**POL 373-SNW, SBS+/DEC E The Biology of Politics**

The committee approves the proposed course POL 373-SNW, SBS+ The Biology of Politics, with the following comments:

- In order to fulfill the SNW learning objectives, the committee requests that the department specify in the course syllabus that the assignment to critique a journal article must be based on a scientific journal article (not a social sciences journal), and include basic scientific information in the quizzes. As currently written, the course does not seem to fully satisfy SNW, but the course will meet SNW with these two changes.

4 Sustainability

The committee approves the updates to the SUS and EHI majors.

The committee approves the proposed course EHM 325-HFA+ Environmental Film, Media, Arts, pending receipt of responses to the following questions:

- Will the course be used as a requirement or option for majors?
- The proposal states that the course “expands knowledge of sustainability studies related to gender issues,” but it is unclear from the syllabus how this topic is addressed.
- Please include a more specific grade breakdown in the syllabus.

## 5 English

The committee approves the proposed updates to the English major with the following question:

- Are there restrictions on the interdisciplinary concentration required for the major? Does the department need to approve the student’s choice of concentration?

The committee approves the **course EGL 303-HFA+ Genre or Media**. Note that the attendance policy that more than six absences will result in failure is not consistent with the attendance percentage of the final grade. Please clarify.

The committee approves the course **EGL 308-HFA+ Single Author**.

The committee approves the course **EGL 309-HFA+ Interdisciplinary Study of Literature**. The syllabus grade breakdown is not consistent with the class attendance policy. Please clarify.

The committee approves the course **EGL 311-HFA+ Literary or Critical History**. 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>).

The committee approves the course **EGL 380-SPK, WRTD Senior Seminar**, pending receipt of responses to the following questions:

- As written, the course does not satisfy SPK. Please clarify whether students will complete individual presentations, and whether the speaking part of the course is based on students reading a paper that they wrote for the course. Please revise syllabus to include a peer review component for the presentations, along with some training as to how to present effectively to the class. This may be as basic as referring students to websites that offer training on making effective presentations, and does not need to occur during class time.

**Arts and Sciences Senate  
Undergraduate Curriculum Committee  
Academic Year 2016-2017**

**Minutes**

12<sup>th</sup> meeting, January 31, 2017—Approved February 14, 2017

Present: Greg Ruf, Marie Huffman, Beth Squire, Sarah Malmquist, Dawn Harris, Robin McCarthy, Deb Serling, Arlene Feldman, Izabela Kalinowska-Blackwood, Roy Lacey

**I. Committee Business**

- 1 minutes of January 25, 2017 meeting: Approved

**II. Routine Administrative Matters**

- 1 Postponed

**III. Curriculum Proposals**

- 1 Human Evolutionary Biology

The committee approves the proposed updates to the Human Evolutionary Biology and associated courses (deactivate crosslistings for ANP/BIO-EBH 204/EBH 230/EBH 331/EBH 359/EBH 362/EBH 370/EBH 380/EBH 381, change in designator for ANP 200 to EBH 200, ANP 316 to EBH 316, BIO 302 to EBH 302, prerequisite/SBC change for EBH 359 Behavioral Ecology--add STEM+), along with the new course proposals for EBH 325 Evolution of Sex and EBH 405 Life History and Development.

The committee expressed the following concerns:

- Syllabuses should list explicit course learning outcomes that also address how the course meets the SBC learning objective.
- If EBH 325 is revised to include peer review of student presentations, the course will satisfy SPK. As written it is approved as STEM+, and students may use the course to satisfy SPK by enrolling in the 0-credit EBH 458 course.
- Note that there is no D- grade option.
- Is there a reason why EBH 325 and 405 have a prerequisite of ANP 120 or EBH 359? It could be confusing for students to have prerequisites at such different levels, and generally courses do not have prerequisite courses numbered higher than the actual course.

- 2 Philosophy

The committee approves the proposed course PHI 116-USA, HUM Philosophy of America's Founding and commends the department on a thorough proposal and syllabus.

The committee approves the proposed updates to the Philosophy major and courses with the following comments:

- According to the Bulletin text, in order to register for PHI 401 and 402, students must satisfy the upper division writing requirement. Note that there is no way to enforce this prerequisite in PeopleSoft. The committee recommends adding the Junior Seminar as a prerequisite for PHI 401 and 402 as a way to screen students.
- Many of the courses list as a prerequisite "one course in Philosophy." The committee recommends changing the language to state "one PHI course" so that the requirement may be enforced in PeopleSoft which will not screen for Philosophy courses outside of the department/designator.

- 3 Linguistics

The committee approves the proposal to add GLO to the existing course LIN 345 Writing Systems of the World with the following comment:

- Please revise the course syllabus and course description to make the GLO learning outcomes more explicit, and submit changes by Feb. 7 for inclusion in the Fall 2017/Spring 2018 Bulletin.

- 4 Art History

The committee approves the proposed updates to the ARH curriculum with the following comments:

- Is there a limit on S/U graded courses for electives, or can students do all nine credits via 475/6, 488, etc.?

- ARH 210 is offered only three times during a three-year period, but two of those times are in one semester, and in the mock schedule, ARH 400 is not offered in Spring 2020.
- Has there been discussion with CCS 200/CCS department regarding the overlap between ARH 207 and CCS 200?
- The committee expressed concern that it would be possible for a student to complete the major without taking a course in art history before 1900. Was this the intention? If not, has this been addressed?

5 Sociology

The committee approves the proposal to add GLO to the existing course SOC 344-SBS+ Environmental Sociology. Note that the grades on the syllabus do not add up to 100%.

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2016-2017**

**Minutes**

13<sup>th</sup> meeting, February 14, 2017—Approved February 21, 2017

Present: Marie Huffman, Kane Gillespie, Beth Squire, Dawn Harris, Robin McCarthy, Deb Serling, Arlene Feldman, Izabela Kalinowska-Blackwood, Roy Lacey

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of January 31, 2017 meeting: Approved

**II. Routine Administrative Matters**

- 1 Postponed

**III. Curriculum Proposals**

- 1 Biology

The committee approves the proposed updates to the Biology curriculum. Please provide an exact minimum number of credits for required courses for the major (currently reads ‘approximately 70 credits’).

Please see notes below regarding proposed updates to BIO courses.

- The committee approves the updates to BIO course descriptions and prerequisites.
- BIO 211 Statistics and Data Analysis: A Conceptual Approach is not approved as QPS since students receive QPS by way of the prerequisite courses.
- The committee does not approve the ‘typically offered xyz semester’ statement added to each course description. While the committee agrees that this information is helpful to students, the university is working on a long-term solution and will wait to add this information to all courses. The committee recommends that the department maintain an advising chart for students to indicate the semesters in which courses are offered.
- The committee approves the addition of STAS for BIO 385 Plant Ecology and BIO 336 Conservation Biology, and the removal of STEM+ from both courses.
- The committee approves the addition of ESI to BIO 446 Readings in Neurobiology and Physiology and BIO 449 Readings in Ecology and Evolution.

- 2 Mathematics

The committee approves the proposed updates to MAT courses.

- 3 Filmmaking

Please see committee requests below regarding the proposed offering of FLM 101 Introduction to Filmmaking: Visual Storytelling in Fall 2017.

1. Please respond to the concern that FLM 101 overlaps with an existing course, ARS 326 and clarify whether the level of content is the same and how the courses are different, etc. Please ask Barbara Frank, Chair of Art, to comment in writing to the curriculum committee on whether there is overlap and, if so, how much overlap exists between FLM 101 and ARS 326. overlap with Studio Art (ARS 326). In this proposal, the author FLM indicates that the two courses are very different, but that difference is not readily apparent to the committee. Consider the course description of ARS 326:

<snip from the Bulletin description for ARS 326> “An exploration of the practice, theory, and history of narrative video art and independent cinema through lecture, production and critique. Students script, plan, shoot and edit short narrative video works for screen and projection. Emphasis is on story development, technical proficiency, creative execution and critical thinking. Video production and editing is done digitally. Video production is supported by the study of historical and contemporary examples of narrative-based video art.”

2. The committee is concerned with the time it will take to accommodate 50 final projects of 3-5 minutes each for 50 students. Total time would be 250 minutes (5 class meetings) not including prep and transition time between

projects. Please clarify how this will be accommodated and whether it might make sense to lower the enrollment capacity. This refers to p.30 in the original proposal.

3. Provide a revised syllabus that addresses (fixes) the issues below.

- p.22: SBC category is “ARTS” (not ART)
- p.24: Attendance 10% (p.23), but 2 unexcused absences results in a full letter grade reduction, as will a 3rd, and a 4th will result in a Failing Grade – the standard is that this should not exceed ten-percent of the grade.
- p.24: only 14 weeks (not 15) of classes

4. New Course Proposal form:

- p.28, Section 3: learning objectives currently do not match those on the syllabus (first FIVE bullet points do, but what follows – copied from SBC ARTS page – is not on the syllabus; they need to be consistent between the course proposal form and the syllabus).
- In lieu of a revised proposal form, please confirm that the learning objectives on revised are the ones that the course will deliver.



**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2016-2017**  
**Minutes**

14<sup>th</sup> meeting, February 21, 2017—Approved February 28, 2017

Present: Marie Huffman, Gregory Ruf, Sarah Malmquist, Beth Squire, Dawn Harris, Deb Serling, Arlene Feldman, Izabela Kalinowska-Blackwood, Roy Lacey

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of February 14, 2017 meeting: Approved
- 2 FLM 101-DEC D/ARTS Introduction to Filmmaking: Visual Storytelling approved for Fall 2017 on the basis of updated syllabus received from the department.
- 3 EBH 325-STEM+ Evolution of Sex approved as SPK on the basis of updated syllabus from department.
- 4 The committee acknowledges the inactivation of the minor in Dance, effective Fall 2017.

**II. Routine Administrative Matters**

- 1 Postponed

**III. Curriculum Proposals**

- 1 SoMAS

The committee approves the proposed updates to the ATM, ENS, and COS (change to BS in ENS) with the following comments:

- Note that the core credits on ENS BA side by side should be 17, not 14 as listed.
- On the ATM side by side tab, AMS 394 is removed from the list of options—is this intended, or an oversight?
- Statistics is now an option for ATM, and not required; is this an intended change? If so, what is the rationale?
- Experiential learning courses are listed as not required; however, on the side by side tab the experiential learning section is listed with 3 credits.
- Note that CHE 131 is listed as required ‘with lab.’ The committee recommends listing CHE 133 (the CHE 131 lab) so that students recognize that 133 is a required course.

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2016-2017**  
**Minutes**

15<sup>th</sup> meeting, February 28, 2017—Approved March 7, 2017

Present: Marie Huffman, Gregory Ruf, Kane Gillespie, Sarah Malmquist, Beth Squire, Dawn Harris, Deb Serling, Arlene Feldman, Izabela Kalinowska-Blackwood, Roy Lacey

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

1 minutes of February 21, 2017 meeting: Approved

**II. Routine Administrative Matters**

1 Postponed

**III. Curriculum Proposals**

1 Sociology

The committee approves the proposed minor in Health, Medicine and Social Change (housed in the department of Sociology) with the following comments:

- The committee recommends that the name of the minor change from ‘the Sociology of Health, Medicine and Social Change’ to “Health, Medicine and Social Change” to reflect the interdisciplinary nature of the minor.
- The committee recommends that two of the four elective courses be chosen from departments outside of Sociology, since the minor is not a general minor in Sociology and should reflect the relevant course offerings in other CAS departments.
- The committee requests that the department add the following CAS courses to the list of electives for the minor: AFS 345 Culture and Gender, AFS/WST 350 Black Women and Social Change AFS 381/WST 382 AIDS, Race, and Gender in the Black Community, PHI/WST 383 Philosophical Issues of Race and Gender, WST 377 Psychology of Women, WST 399 Topics in Gender and Sexuality (when topic is appropriate)

**Arts and Sciences Senate  
Undergraduate Curriculum Committee  
Academic Year 2016-2017**

**Minutes**

16<sup>th</sup> meeting, March 7, 2017—Approved April 4, 2017

Present: Marie Huffman, Gregory Ruf, Kane Gillespie, Sarah Malmquist, Beth Squire, Dawn Harris, Deb Serling, Izabela Kalinowska-Blackwood, Robin McCarthy

Guest: Rick Gatteau, Associate Provost for Academic Success, and Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of February 28, 2017 meeting: Approved
- 2 Change in course retake policy: The committee supports the revised course retake policy proposed by Dr. Gatteau, and agrees with the plan to reassess the effectiveness of the changes after one year (or one semester).
- 3 Bulletin annual publication: G.R. will draft memo from committee in support of continuing the annual publication of the Bulletin.
- 4 Undergraduate TA policy: The committee agrees that the current policy is appropriate; however, it could be more detailed about what is and is not acceptable for undergraduate TAs (i.e. define 'proctor').
- 5 The department of Sociology requested that the newly approved minor in Health, Medicine, and Social Change be delayed until Fall 2018.

**II. Routine Administrative Matters**

- 1 Add CER to CLT/PHI 371 Literature and Justice (III)-HFA+: Approved
- 2 WST 103, 210, 291, 398 for offering online: Approved pending training with TLT and TLT approval of syllabus
- 3 JRN 370 Advanced Visual Reporting and Storytelling: add recitations effective Fall 2017; formerly lecture only
- 4 Update 3/15/17: The new minor in Professional Writing (note change in title from Professional Communication to Professional Writing) and associated course WRT 201 Principles of Professional Writing are approved for Fall 2017 based on discussion and agreement between the committee Chair and the Director of the minor.
- 5 BIO 310 Cell Biology (existing course for online offering for summer 2017): Administratively approved  
BIO 306-STEM+, ~~ESI, WRTD~~ Principles of Virology: Administratively approved for offering during summer sessions ONLY. Department will resubmit if they would like to offer the course during Fall or Spring semesters.
- 6 Add CCS 325: Culture in Context and CCS 383: Topics in Game Studies to Group 2 (Other Forms of Cultural Production) to the list of electives for the CLT Major / Minor: Administratively approved
- 7 Add to Biology major requirements: If students select one of the Classical Physics options (PHY 125/PHY 126/PHY 127/PHY 133/PHY 134 or PHY 131/PHY 132/PHY 133/PHY 134 or PHY 141/PHY 142/PHY 133/PHY 134), then a mathematics course at the level of Calculus II (AMS 161, MAT 127, MAT 132, MAT 142, or MAT 171) is required for the major .: Administratively approved

**III.**

**Curriculum Proposals**

- 1 Writing and Rhetoric: minor in Professional Communication

The committee supports the idea of a minor in Professional Communication, but expressed some concerns about the proposal and recommends that the department work on the proposal to resubmit for the Fall 2018 Bulletin.

- How does the proposed minor differ from the existing minor in Writing? It seems that students could take the same courses and fulfill either minor.
- WRT 201 and WRT 301 have different titles in the proposal compared to the Bulletin. Is this intended to be a request for a change in title/content? The courses appear to be nearly identical.
- Is this a minor in Professional Communication or CommunicationS? Please clarify (the committee agrees that it is Communication, not CommunicationS).
- Is there any overlap with existing programs/courses that could benefit the minor?
- The proposal states that students would complete 6 upper division courses; however, it appears from the proposal that the correct number is 4.
- Please provide details about the oral component of the minor/related coursework, and the career portfolio.

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2016-2017**

**Minutes**

17<sup>th</sup> meeting, April 4, 2017—Approved May 2, 2017

Present: Marie Huffman, Gregory Ruf, Kane Gillespie, Sarah Malmquist, Beth Squire, Dawn Harris, Deb Serling, Arlene Feldman, Robin McCarthy

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 minutes of March 7, 2017 meeting: Approved
- 2 Update 3/15/17: The new minor in Professional Writing (note change in title from Professional Communication to Professional Writing) and associated course WRT 201 Principles of Professional Writing are approved for Fall 2017 based on discussion and agreement between the committee Chair and the Director of the minor.
- 3 The committee discussed the suspension of the minor in Dance, effective Fall 2017. Students currently enrolled in the minor have been advised to complete their coursework in Summer 2017, Fall 2017, or future semesters, using what courses are offered to satisfy the 18-credit requirement for the minor. Note the reduction in credits required for the minor to 18 from 24.
- 4 The committee discussed the recommendations of the SBC Implementation Group, including a possible new required online training in ethics/CER, and a new learning outcome, 'Foster Diversity and Inclusiveness.'

**II. Routine Administrative Matters**

postponed

**III. Curriculum Proposals**

postponed

**Arts and Sciences Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2016-2017**  
**Minutes**

18<sup>th</sup> meeting, May 2, 2017—Approved May 9, 2017

Present: Marie Huffman, Gregory Ruf, Kane Gillespie, Sarah Malmquist, Beth Squire, Dawn Harris, Deb Serling, Arlene Feldman, Robin McCarthy

Guest: Paula Di Pasquale-Alvarez

**I. Committee Business**

- 1 Minutes of April 4, 2017 meeting: Approved
- 2 Meeting time for Fall 2017 semester: the committee will meet Wednesdays, 9:30-11AM
- 3 Committee Chair: Thank you to Marie Huffman for agreeing to serve as Chair of the committee for the Fall 2017 semester.

**II. Routine Administrative Matters**

postponed

**III.**

**Curriculum Proposals**

- 1 Mathematics

The committee is pleased to approve the course proposals for MAT 314 Abstract Algebra II and Mat 315 Advanced Linear Algebra, along with the associated updates to the major, effective Fall 2017.

- 2 Updates to the minor in Health, Medicine, and Society

The committee approves the minor in Health, Medicine, and Society (effective Fall 2017), with the following comments:

- The committee is concerned about the lack of elective course options/offerings, and requests that a note be added to the list that states, “Substitutions may be permitted for other courses with medical components with permission of the Director of the minor.”
- Though there was discussion regarding the inclusion of HFN 525 in the list of options for elective courses, the committee is not comfortable with listing a graduate course as an option for the undergraduate minor. The committee recommends that the HFN department add a lower-division crosslisting for the graduate course, and the undergraduate component may then be used as an option for the minor.