Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2016-2017
Minutes
1st 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  
2nd 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  
3rd 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
Undergraduate Curriculum Committee
Academic Year 2016-2017
Minutes
4th 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


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
Academic Year 2016-2017
Minutes
5th 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 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).
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 WRTD 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 WRTD 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 WRTD 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 approved 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 WRTD 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.

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). 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 approved 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 lead 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.
Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2016-2017
Minutes
7th 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 DiPasquale-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.
Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2016–2017
Minutes
8th 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)
For further information regarding committee approvals, contact Beth Squire at elizabeth.squire@stonybrook.edu

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- 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 (e.g., 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 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:

<table>
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<tr>
<th>title</th>
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<tr>
<td>AAS 232: Introduction to Asian American Fiction and Film</td>
<td>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.</td>
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<td>AAS 247: Modern Korea through Visual Culture</td>
<td>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.</td>
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<td>AFS 363: Blacks and Mass Media</td>
<td>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.</td>
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<td>ARH 395: Topics in Visual Culture (pending approval)</td>
<td>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.</td>
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<td>ARH 210: Modern Art and the Moving Image</td>
<td>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.</td>
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<td>Course Code</td>
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<td>ARH 398</td>
<td>Topics in Film and Video Art</td>
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<td>ARS 225</td>
<td>Introduction to Digital Art</td>
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<td>ARS 326</td>
<td>Video Art: Narrative Forms</td>
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<td>ARS 327</td>
<td>Digital Arts: Web Design and Culture</td>
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<td>ARS 328</td>
<td>Digital Arts: Animation</td>
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<td>ARS 329</td>
<td>Video Art: Experimental Forms</td>
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<td>ARS 425</td>
<td>Advanced New Media Art</td>
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<td>ARS/CDT 208</td>
<td>Introduction to Media Technology</td>
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<td>CCS 101</td>
<td>Introduction to Cinema &amp; Cultural Studies</td>
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<td>CCS 202</td>
<td>Film Genres</td>
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<td>CCS 203</td>
<td>Cinema History</td>
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<td>CCS 301</td>
<td>Cinema and Media Theory</td>
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<td>CCS 311</td>
<td>Gender and Genre in Film</td>
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<td>CCS 312</td>
<td>Cinema and the Ancient World</td>
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<td>CCS 313</td>
<td>Television Studies</td>
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<td>CCS 381</td>
<td>Topics in Cinema Studies</td>
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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.
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<th>Course Code</th>
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<tr>
<td>CDT 318</td>
<td>Movie Making: Shoot, Edit, Score</td>
<td>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.</td>
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<td>CDT 450</td>
<td>Topics in Computational Arts</td>
<td>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.</td>
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<td>EGL 121</td>
<td>Global Film Traditions</td>
<td>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.</td>
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<td>EGL 194</td>
<td>Introduction to Film</td>
<td>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.</td>
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<tr>
<td>EGL 324</td>
<td>Ecofeminism, Literature and Film</td>
<td>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.</td>
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<td>HUI 231</td>
<td>Sex and Politics in Italian Cinema</td>
<td>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.</td>
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<td>HUI 338</td>
<td>Images of Italian Americans in Film</td>
<td>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.</td>
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<td>HUR 241</td>
<td>Russian Cinema</td>
<td>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.</td>
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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  
9th 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 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
10th 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_univsponsored_activities.php and http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/equivoppportunity_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?