I. Committee Business

1. Review minutes of May 2, 2012: Approved

2. The committee welcomes new members Abhay Deshpande, Richard Gerrig, Ryan Minor, and Peter Stephens.


4. Election of Chair: postponed.

5. The committee needs student representatives. Kane will ask the Senate for recommendations.

6. Review of the Report of the Committee on General Education

The committee began review of the Report of the Committee on General Education. Discussion will continue next week. Issues of concern include:

1. Increasing the grade requirement to satisfy general education courses. A course with a grade of ‘D’ will satisfy most categories of the existing DEC. The proposed new Gen Ed would require a grade of ‘C’ to satisfy requirements. Although the purpose of this change is to improve the student effort in courses and to raise the stature of the Gen Ed curriculum vis-à-vis other programs on campus, and because doing so is important to the overall quality of the proposed Gen Ed program, the committee is concerned that there could be administrative implications regarding course seat availability, financial aid, course repeat rates, and academic standing.

2. The effect on CEAS students or other high-credit majors. CEAS representative Kamoua states concern for implementing the new Gen Ed among CEAS programs. To satisfy part 3 of the proposed Gen Ed, the proportion of Gen Ed courses that CEAS courses satisfy will increase. Currently, the only DEC courses among CEAS courses are E (science), H (implications of science) and some C (math), as well as the upper division writing requirement. Many CEAS majors currently are not required to complete language, skill 4, DEC D or DEC J courses. In the new Gen Ed, all students regardless of major would be required to satisfy the same set of Gen Ed requirements. More study is needed, but so far undergrad directors for AMS and BME have agreed that the new Gen Ed is doable for these two CEAS majors.

3. A need for more general/better informed learning objectives. The committee agrees that the proposed learning objectives need some revision to better reflect what can be reasonably expected of faculty and students. For example, the Arts objectives would be difficult to achieve among some of the existing music courses that currently satisfy DEC. More discussion later.

4. Certification/recertification committees. The logistics and membership of the certification/recertification body for the new general education curriculum remains unclear. The committee is concerned about creating a new certification committee in addition to the A/S CC as doing so would create an additional layer of bureaucracy for course approvals. Instead, the committee agrees that, to achieve proper representation and increased work-power, the certification committee membership should leverage existing committee structures, possibly merging the Arts and Sciences Curriculum Committee with the Engineering CTPC, the sum of which could be split into subcommittees to manage the increased workload of implementing the new Gen Ed. More discussion is needed.

5. Second Bachelor degree students. The report does not address whether second bachelor’s degree students will be required to satisfy all of the proposed general education
II. **Routine Administrative Matters**

1. Add recitations to LIN 431 The Structure of an Uncommonly Taught Language: Approved
2. Reactivate THR 110 Public Speaking: Approved
3. Add lab to ARS/MUS/THR 317 Media, Performance, & Installation: Approved
4. Change for AAAS majors: students cannot take AAS/HIS 351, Revolutionary China AND AAS/POL 339, Contemporary China for credit toward major/minor: Approved
5. Change in prerequisite for THR 322 Acting III: current prerequisite: THR 264 (no longer being offered) change to THR 245: Approved
6. Title change for MAR 308 "Principle of Instrumental Analysis" to "Environmental Instrumental Analysis": Approved
7. Remove the advisory prerequisites (BIO 320 and BIO 351) for BIO 321 Introduction to Ecological Genetics and Genomics: Approved
8. Reactivate THR 406 Eastern Styles in Acting: Approved
9. PHI--add missing categories to existing courses in catalog/Bulletin: Approved
10. SUS 301 Environmental Ethics --add PHI 104 to prerequisites: Approved
11. Reactivate ARB 211-S3 and ARB 212-S3 due to the addition of ARB 111 (& add ARB 111 as option for prereq): Approved
12. Update CCS 325 Culture in Context and CCS 326 Social and Cultural Theory to allow multiple completions: Approved
13. Add lab to HUS 390 Latin American Cinema: Approved
14. Add lab to CCS 395 Digital Cultural Studies: Approved
15. Add Skill 3 to CHI 426 Structure of Mandarin Chinese and JPN 426 Structure of Japanese: Approved

III. **Curriculum Proposals**

All new proposals deferred to next week.
I. Committee Business

1. Review minutes of August 29, 2012: Approved


3. Election of Chair: The committee is grateful to Ritch Calvin for agreeing to serve as Chair for the Fall 2012 semester. The committee will elect a new chair for Spring 2013.

4. Review of the Report of the Committee on General Education

   The committee continued review of the Report of the Committee on General Education, and discussed the certification/recertification process and committee.

   Issues of concern and suggestions:

   1. **CAS Curriculum Committee membership.** Curriculum committee membership is dictated by Senate bylaws. The committee recommends that the CAS curriculum committee serve as the initial certification committee, however, the committee suggests increasing membership at least temporarily to manage the increased volume and so that each area campus is appropriately represented.

      Suggestion for augmented faculty representation: Current areas (Humanities/Fine Arts, Social and Behavioral Sciences, Natural Sciences) will each gain one member, with added representation from CEAS (2 members given the effect on CEAS courses), Business (1 member), and HSC (1 member). Increasing the committee in this way will enable members to divide the course proposals and effectively cover the amount of courses required for the initial certification process.

   2. **Time frame for implementation.** The committee agrees that the amount of time necessary to for the initial review process is impossible given the April 1, 2013 Bulletin publication deadline, and the limited membership resources of the committee.

      The committee suggests a modified schedule, as follows:

      - Initial course mapping to occur in Fall 2012 (an automatic process based on current DEC, with review necessary only for courses in part 3 of the new gen. ed.). Discussions in Fall 2012 will include the logistics of the implementation process: degree audit, transfer articulation, impact on majors, meeting demand of new categories, communication to students and updating the bulletin.

      - New members needed to supplement the committee starting in January 2013. Courses in each major will need to be certified to fill part 3 of the new requirements (representatives from the committee and the CEAS ex-officio member agree that part 3 courses already exist within majors, but these courses will need to be officially certified).

      - After initial mapping, the recertification process will begin in Fall 2013 will be spread throughout a 4-5 year period, covering a portion of the courses each year.
II. **Routine Administrative Matters**
   N/A

III. **Curriculum Proposals**
   All new proposals deferred to next week.
Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2012-13
Minutes
3\textsuperscript{rd} meeting, September 12, 2012 – approved Sept 19, 2012

Present: Ritch Calvin (Chair), Kane Gillespie, Beth Squire, Ryan Minor, Richard Gerrig, Anne Moyer, Arlene Feldman, Ridha Kamoua, Peter Stephens, Darcy Lonsdale, Abhay Deshpande

I. Committee Business

1. Review minutes of September 5, 2012: Approved

2. Review of the General Education proposal for committee structure

   The College of Arts and Sciences Curriculum Committee unanimously agrees with the intent of this document; however, in view of the aggressive timeline, the Committee expresses concern about the workload and its impact on other responsibilities of the faculty and staff.

   The members of the committee suggest that the authors of the proposal visit departmental meetings to explain the new General Education requirements and the impact on faculty and course availability.

II. Routine Administrative Matters

N/A

III. Curriculum Proposals

1. Updates to GEO 440 Geological Applications of Remote Sensing

   The committee is pleased to approve the proposal to update the course number of GEO 440 to GEO 347 Remote Sensing, along with updates to the title, description, and prerequisites.

   Note that the committee does not see where GEO 440 is included in major/minor requirements in the Bulletin. Please advise if the new GEO 347 should be included in major/minor requirements.

2. ENV 310-H Sustainability and Renewable Energy - Costa Rica

   The committee approves the proposed ENV 310-H Sustainability and Renewable Energy - Costa Rica, pending receipt of responses to the following questions:

   1. Although it looks substantial, it is unclear that the workload for this course would equate to 4 credits. The answer to question 3 on the proposal would seem to indicate 3 credits. How many hours do students spend in class or preparing for class per day?

   2. Note inconsistencies between syllabus and proposal: attendance and participation are listed as 40\% of final grade on the proposal, but 50\% on the syllabus, while quizzes are listed on proposal but not on the syllabus. The Committee generally recommends a maximum of 20\% of a grade to be determined by attendance and participation.

   3. The syllabus is missing a letter grade of ‘F’ on the grading scheme.

   4. To remain consistent with the syllabus template and current terminology, please change ‘course objectives’ to ‘learning objectives.’

   5. The committee recommends adding a prerequisite of ‘permission of the instructor’ to ensure that students are aware of the nature of the course.

   6. What is the cost of the course for students?
Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2012-13
Minutes
4th meeting, September 19, 2012– approved September 25, 2012
Present: Ritch Calvin (Chair), Kane Gillespie, Beth Squire, Ryan Minor, Richard Gerrig, Anne Moyer, Arlene Feldman, Darcy Lonsdale, Jessica Munno

I. Committee Business
1. Review minutes of September 12, 2012: Approved

II. Routine Administrative Matters
1. Add Skill 3 to KOR 411, KOR 412, JPN 410, JPN 411, JPN 412, and CHI 410: Approved
2. Change title of AAS 328 to Race, Humor & Asian America from Race, Comedy & Asian America: Approved

III. Curriculum Proposals
1. Sustainability
   prerequisite updates
   The committee approves the proposed updates to course prerequisites, pending responses to the following:
   1. The proposal states that MAT 125 is not necessary for EHI 310; however, 310 includes as a prerequisite “MAT 125 or 131.” Is MAT 131 also unnecessary?
   2. The proposal requests that SBC 206 should be removed as a prerequisite for EDP 307 because it “prevents students to take class early on.” During what year should students enroll in EDP 307?
   3. CHE 131 has been removed as a prerequisite for ENV 320, yet it will remain as an implicit prerequisite since CHE 132 (the remaining perquisite) requires CHE 131. Please confirm.
   4. MAT 125 and 126 are listed as redundant as prerequisites for SUS 308. SBC 206 (the remaining prerequisite to SUS 308) requires ECO 108 which requires a minimum of MAT 122. Is MAT 122 sufficient as preparation for SUS 308?

2. Linguistics
   LIN 308 Language Variation and Change
   The committee approves the proposed LIN 308 Language Variation and Change, pending receipt of response to the following questions:
   1. The proposal is missing a response to question 20.
   2. Attendance is listed as mandatory but not required or graded. The committee is concerned that this portion of the syllabus as written could be confusing for students. How will mandatory attendance be enforced?
   3. Please add learning objectives to the syllabus for student benefit.

3. Linguistics
   LIN 347 Pragmatics
   The committee is pleased to approve the proposed LIN 347 Pragmatics, pending receipt of responses to the following comments:
   1. The syllabus indicates an in-class final exam. Note that final exams must be scheduled during exam week, and may not occur during the final week of class. See policy link: http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/records_registration/final_examinations.php
   2. Please add learning objectives to the syllabus for student benefit.
4 Anthropology

ANT 210-F Sunken Cities and Pirates: The World of Underwater Archaeology

The committee approves the proposed ANT 210-F Sunken Cities and Pirates: The World of Underwater Archaeology, pending receipt of responses to the following questions:

1. The workload seems unevenly distributed throughout the weeks of the semester (i.e. two pages of reading during week 3).
2. The course was formerly offered as a 393 topics course; why the change in level to 200?

5 Anthropology

ANT 320 Historical Archaeology

The committee approves the proposed ANT 320 Historical Archaeology, pending receipt of responses to the following comments:

1. Please clarify that make-up exams will be given for students missing the exam for official university functions. See link http://sb.cc.sunysb.edu/bulletin/current/policiesandregulations/policies_expectations/participation_univsponsered_activities.php
2. The make-up exam is essay format while the scheduled exam is multiple choice. Students might perceive the essay as more difficult (and therefore punitive for those requiring a make up exam). Make up exams should be comparable in difficulty to regular exams as to avoid any unintended perception by students. Please confirm.

6 Anthropology

ANP 200-E The Evolution of Human Behavior

The committee requests responses to the following concerns before approving the proposal for ANP 200-E The Evolution of Human Behavior:

1. The rationale for the general education category suggests that DEC F (social and behavioral sciences) would be more applicable than DEC E (natural sciences) for the course. Please respond as to whether this course would satisfy DEC F.
2. The committee notes that some of the required texts are relatively old (ed. 1992) with respect to the “age” of the discipline taught in the course, which began about 25 years ago. Are there more up to date options, or is there a reason for selecting older texts (e.g., is the text a compilation of important readings)?
3. The syllabus does not note the weekly specific reading assignments, and therefore it was unclear to the committee whether length and content of the readings are appropriate for a 200-level course. Please provide some details.
4. Please clarify that make-up exams will be given for students missing the exam for official university functions. See link http://sb.cc.sunysb.edu/bulletin/current/policiesandregulations/policies_expectations/participation_univsponsered_activities.php
5. Is the final exam comprehensive, and, if so, should it be weighted more heavily than the mid-term?
6. There is some concern that the grade for the course is based entirely on two exams and does not include consideration of quizzes, homework or other assignments that would result in more frequent feedback for students. What type and frequency of feedback will students receive during the course? Students must receive some sort of feedback prior to the end of the add/drop period (week 7/8 of the semester) to afford them the opportunity to withdraw from the course or change the grade basis (G/PNC).

7 Dance

prerequisite updates

The committee was pleased to approve the proposed updates to DAN course prerequisites.
Arts and Sciences Senate  
Undergraduate Curriculum Committee  
Academic Year 2012-13  
Minutes  
5th meeting, September 26, 2012 – approved October 3, 2012  

Present: Ritch Calvin (Chair), Kane Gillespie, Beth Squire, Ryan Minor, Anne Moyer, Abhay Deshpande, Darcy Lonsdale, Peter Stephens, Jessica Munno  

I. Committee Business  

1. Review minutes of September 19, 2012: Approved  

II. Routine Administrative Matters  

1. HIS 326 History of Popular Culture--add recitation: Approved  

III. Curriculum Proposals  

1. Physics  

PHY 451 Quantum Electronics  
The committee requests responses to the following concerns before approving the proposal for PHY 451 Quantum Electronics:  

1. Please respond to question number 10 on the course proposal form regarding film and video use.  
2. The syllabus and course proposal form indicate different co-requisites for the course. Is the co-requisite PHY 405, or PHY 408?  
3. The proposal form and syllabus are not specific on how student performance will be evaluated. Please clarify the grading breakdown (number of exams, homework, and other assignments, including percentages of assignments in the final grade calculation).  
4. The syllabus appears incomplete. Please include a class meeting breakdown with topics.  

2. Asian and Asian American Studies  

AAS/HIS 337-J History of Korea  
The committee approves the proposed AAS/HIS 337-J History of Korea, pending receipt of responses to the following concerns:  

1. Please include the learning objectives for DEC J on the course syllabus.  
2. Please include the mandatory Provostial statements on the syllabus distributed to students: http://www.stonybrook.edu/commcms/provost/policies/Syllabus%20Statement.doc  
3. Please follow final exam guidelines, and schedule the final exam during scheduled exam week. When the dates become available, the syllabus should specify the final exam date and time.  
4. Note that AAS 331 is already an active course, so we have assigned ’337’ for the course (not in use by AAS or HIS).  

3. Biology  

BIO/AMS 332 Computational Modeling of Physiological Systems  
The committee is pleased to approve the proposed BIO/AMS 332 Computational Modeling of Physiological Systems, pending receipt of responses to the following comments:  

1. The prerequisites include only math courses, but it seems from the description that students may benefit from previous courses in BIO, CHE, or PHY. Question 17 indicates that a background in Biology is integral for success in the course. Does the course require previous knowledge in the sciences, or is a perquisite in math enough? Please clarify.  
2. The committee suggests a lab component so that students have help available while working with modeling on Matlab. Faculty members on the committee teaching other courses using Matlab indicate that students often require guidance while working with the program. There is some concern that students will need direct instruction to complete these projects, and direct instruction is
likely not available in SINC sites.

3. The syllabus is missing the required Provostial statements (DSS, etc.). Please include these in the syllabus when distributed to students.

4. Is there a textbook for the course?
5. Note that the AMS crosslisting must be approved by the CEAS CTPC before the crosslisting can be published.
6. The grading breakdown is unclear, and it is unclear when assignments are due based on the current syllabus.

4 Theatre

THR 355 Media and Production Design for Theatre

The committee approves the proposed THR 355 Media and Production Design for Theatre, pending receipt of responses to the following concerns:

1. The prerequisite for the course is THR 215, which has a prerequisite of THR 115. The committee recommends amending the prerequisites to read “THR 115 and 215” so that students are explicitly informed of the requirement.
2. The syllabus and proposal form course descriptions do not match. Note that the Bulletin description must be listed on the syllabus, though the syllabus may include more detail in additional text.
3. The syllabus refers to outside events that students must attend. Is there a list of events? Are students penalized if they cannot attend outside events? Students should have options of local events in case they lack the time and/or funds to travel to New York City for events, and the syllabus should be clear on expectations for attending outside events.
4. The final is 2.5 hours. Is this sufficient time for all students to present final projects?

5 Theatre

THR 381 Creative Process in Theatre II

The committee approves the proposed THR 381 Creative Process in Theatre II, pending receipt of responses to the following concerns:

1. The committee notes the “requirement to attend outside events.” Are students penalized if they cannot attend outside events?
2. If Theatre courses are asking students to attend the same outside events, the committee recommends that instructors use SafeAssign so that students may not submit the same paper for more than one course.
3. Note that ‘D-‘ is not a valid grade option.

6 Registrar updates

Post Enrollment Requisite Checking

The committee agrees with the premise of the proposed PERC. However, the committee wishes to collect feedback from the three test departments (Undergrad Biology, Chemistry and Journalism) regarding the pilot roll-out and impact on students. Perhaps registrar staff can give a presentation in the near future.

The committee has two recommendations regarding PERC:

1. A warning message for students before they are dropped from the course, allowing them to drop the course themselves.
2. Request that the list of students be forwarded to the department before being dropped, so that departments may ensure that there are no circumstances that would allow the student to enroll despite not having met the prerequisite.

Permission to drop

The committee suggests that each department submit a formal proposal (including the reasoning for the requested permission to drop, along with the departmental administrative plan to advise and manage the student demand) before adding permission to drop so that the committee may review the potential impact on students. “Permission to drop” should not be available for courses within the purview of the Arts and Sciences Senate without written approval by the Arts and Sciences Undergraduate Curriculum Committee.

While the functionality has the potential to help students in their progress towards degree completion, the committee would like to ensure that it does not create unnecessary red tape for students during a busy time of the semester.
I. Committee Business

1. Review minutes of September 26, 2012: Approved

2. The committee is concerned that some faculty members are scheduling exams during the final week of courses and calling them “midterms” to circumvent the policy that restricts the scheduling of finals during the last week of classes. The Undergraduate Council may want to address the current policy, and, if they see fit, revise to become more restrictive and cover all exams offered during the final week.

II. Routine Administrative Matters

none

III. Curriculum Proposals

1. Physics

PHY 451 Quantum Electronics

The committee approves PHY 451; however, is unclear relative to Prof. Metcalf’s response regarding the syllabus. Perhaps Prof. Metcalf has a different working syllabus than what was provided to the curriculum committee, as the committee does not see the referenced Roman numerals from Metcalf’s email.

The committee’s intent is not to limit the academic freedom of the faculty, but instead to ensure that all instructional expectations of the students are clearly defined in the course syllabus. If the course is expected to be dynamic and based on interaction of the students, it would be helpful to the students to know this via the syllabus, along with the list of topics that will be covered.

2. Biology

BIO 335

The committee approves the updates to BIO 335 Neurobiology Laboratory, pending receipt of responses to the following:

1. The prerequisites are listed as “C or higher in BIO 203; PHY 122/4 or PHY 127 or PHY 132; BIO 205 or 207.” Is the C or higher requirement for BIO 203 only, or for the entire list of prerequisites?

2. Is the recitation distinct from the lab? As written (“one hour of lecture and one four-hour laboratory plus recitation section per week”), the course is equivalent to four credits, not three.

3. Biology

Specialization in Quantitative Biology and Bioinformatics

The committee approves the proposed specialization in Quantitative Biology and Bioinformatics, with the following suggestion:

1. The first sentence of the specialization indicates that a requirement is “completion of MAT 127 Calculus C, or MAT 132 Calculus II, or MAT 142 Honors Calculus II.” Should this requirement be included under the numbered requirements?

2. Is this a seventh specialization option for Biology majors? If so, what specifics would change within the bulletin entry?

4. Biology

Revised Biology Bulletin entry
The committee approves the revised Biology Bulletin entry, pending receipt of responses addressing the following concerns:

1. The proposal states, “Biology majors must meet the major requirements of the bulletin of their latest matriculation date.” Note that this is in conflict with university policy, which indicates, with some exceptions, that students “must satisfy the requirements as published in the official undergraduate Bulletin for the semester in which the student declares the major or minor.”
   http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/selecting_academic_program/major_requirements_change.php

2. The proposed changes would be effective for students who declare the major Spring 2013 or later.

3. What is the impact on students of removing the General Specialization? In the past, how many students have completed the General Specialization? Major programs with specializations are required to have a “general” specialization to allow those who don’t want a specialization to complete the major. Would an “interdisciplinary” specialization serve this purpose?

4. The committee notices that the revised major would require a C or higher for ALL courses in the major, which is a significant change from the current requirements. What is the rationale for the change in the minimum grade requirement for major courses to a grade of ‘C’? Please provide data reflecting the number of students who earned grades lower than ‘C’ that did apply to major requirements. Will this result in grade inflation?

5. The committee recommends adding back that statement “requests for waivers for requirements….should be approved by the director of …” to be more explicit that waivers may be granted at the discretion of the faculty.
I. **Committee Business**

1. Review minutes of October 3, 2012: Approved

II. **Routine Administrative Matters**

none

III. **Curriculum Proposals**

1. **Journalism**

   Updates to Bulletin and courses

   The committee requests responses to the following concerns before approving the proposed updates to the Journalism major, minor, and courses:

   1. Note that it is not possible to enforce a graded co-requisite. Does this create a loophole for students who enroll as a co-requisite and then receive a failing grade WRT 101 (in the case of JRN 101/103)?
   2. Please clarify why courses may not satisfy both general education requirements and major requirements. This seems overly restrictive for majors, and will be made even more difficult when the university adopts the new general education requirements, which is designed to allow students to use one course to simultaneously satisfy general education and major requirements.
   3. Note that any changes approved by the committee will be effective Spring 2013 (not Fall 2012, as stated on page 6 of the proposal).
   4. Based on the 2007 discussion of JRN 101/103, the committee expressed interest in seeing data addressing the number of students who have completed the course, the DEC category satisfied by the students (B or G), the grade achieved, and other assessment of the course. The Committee is also curious of the status of the grant funding for JRN 101/103? The committee understood as of Spring 2007 that the proposal was a 3 or 4 year commitment with measurement by a national expert to see if the course is an effective way of making students more educated news consumers. The proposal at the time stressed that this 4-year experiment has no requirement to continue when the grant was completed.
   5. The committee requests input from Journalism regarding the effectiveness of the Grammar Immersion course(s). Does it prove to be successful in addressing deficits in student writing? Would this course be attractive to the larger campus community?
   6. Among the proposed amendments to the JRN courses, several courses are completely stricken. Please clarify whether crossed-out courses are indeed discontinued. Are there any students in the pipeline who still need these courses to complete the major/minor? What is the impact on students by inactivating these courses? Does inactivating these change the major requirements? Inactivated courses appear to be JRN 102, 201, 330, 331, 332, 360, 362, 382, 388, 389, 394, and 395.
   7. In the minor requirements (p. 13 of the proposal), courses state that “majors have priority.” Please clarify that courses will be offered frequently enough for students in the major *and* minor to finish in a timely fashion. While seats may be reserved for majors, generally this statement is not in the Bulletin.
   8. Please clarify for each course that has significant changes in its Bulletin description what the changes are, and specify the rationale behind the changes. Re-written courses appear to be JRN 220, 350, 355, 361, 364, 435.

2. **Theatre**

   THR 380 Creative Process in Theatre I

   The committee approves the proposed THR 380 Creative Process in Theatre I, pending receipt of response to the following committee concern:
1. Please clarify in the course description what students will do in the course. For example, this appears to be a dramaturgy course, which is not indicated in the description.

3. Theatre

THR 104.05: Play Analysis – Bilingual

The committee requests responses to the following concerns before further reviewing the proposal for a bilingual section of THR 104:

1. How will students demonstrate their proficiency in Spanish before enrolling? How will this prerequisite be enforced?
2. Will the content of this section of THR 104 differ from that of the regular THR 104 sections?
3. Will the exams be different for this section of THR 104?
4. What role will a student’s Spanish ability play in their final grade?
5. Could the course be offered with a SPN designator instead of or in addition to THR?

4. Biology

Specialization in Quantitative Biology and Bioinformatics

The committee appreciates the prompt response to last week’s meeting comments; however, the committee agrees that it is less confusing for students to list the mathematics requirements for the proposed specialization in Quantitative Biology and Bioinformatics in the numbered requirements section, so that students may treat the numbered section as a checklist for the specialization.

BIO 335 Neurobiology Laboratory

The committee approves BIO 335 Neurobiology Laboratory on the basis of departmental response to committee questions.

4. Biomedical Engineering

Proposal to add a DEC H to BME 303 Biomechanics

The committee requests further clarification before approving the proposal to add a DEC H to BME 303.

As currently written, the syllabus does not appear to address, except for one lesson, the implications of biomechanics on society. Please clarify how the topics in this course address implications of technology on the societal impact of Biomechanics.

5. Korean Studies

Updates to the Korean Studies minor

The committee approves the proposed updates to the Korean Studies minor, upon receipt of response to the following:

1. Can the 400-level courses (AAS 400, 447, 475, 487, 488) be repeated and used multiple times towards the 18 credits required for the minor? The Bulletin text should be explicit on this so that students do not mistakenly repeat the courses if not allowed to do so.
2. Under the proposed requirements, it is possible for students for complete a minor in Korean Studies without having taken any Korean language courses. The committee would like to clarify that this is an intended consequence in the change in minor requirements.
Arts and Sciences Senate  
**Undergraduate Curriculum Committee**  
**Academic Year 2012-13**  
**Minutes**  
8th meeting, October 17, 2012– approved October 24, 2012

Present: Ritch Calvin (Chair), Kane Gillespie, Beth Squire, Ryan Minor, Anne Moyer, Darcy Lonsdale, Peter Stephens, Jessica Munno, Arlene Feldman, Richard Gerrig, Ridha Kamoua

I. **Committee Business**
   1. Review minutes of October 10, 2012: Approved

II. **Routine Administrative Matters**
   1. Korean Studies  
      Add KOR 475, KOR 476, KOR 487, and KOR 488, in order for the department to qualify for the Teaching Certification Program for Korean Language: Approved
   2. Linguistics  
      Add SLN 211/212-Skill 3 Intermediate Sign Language I and II: Approved
   3. Geospatial Sciences  
      Split the 4 credit GSS 313 GIS Design and Application I into 3 credit lecture (GSS 313 GIS Design and Application I) and one credit lab (GSS 314 GIS Laboratory): Approved
   4. Biology  
      Updates to Biology course descriptions and prerequisites: Approved

III. **Curriculum Proposals**
   1. Theatre  
      THR 104 Play Analysis: section focused on Hispanic plays  
      The committee approves the proposal for a section of THR 104 taught in English, focused on Hispanic plays, with the following question:  
      1. What does “Hispanic” mean? Are the plays translated from Spanish, or written in English?  
      2. The committee agrees with the idea of offering a THR course taught in Spanish; however, it may be more appropriate to crosslist with SPN, or offer as a 300-level topic.
   2. Linguistics  
      LIN 110 The Anatomy of English Words  
      The committee approves the proposed course LIN 110 The Anatomy of English Words, with the following questions:  
      1. What is the function of the course pre-test and posttest, and is student performance on these tests a variable in the course final grade?  
      2. The proposal indicates that quizzes and exams are given on Blackboard. What is the formatting of the quizzes and exams? How are they proctored? Are steps taken to ensure that the student is the one completing the quiz or exam?
   3. Biomedical Engineering  
      Proposal to add a DEC H to BME 303 Biomechanics  
      The committee thanks the department for the revised course syllabus, but requests further clarification before approving the proposal to add a DEC H to BME 303.
1. As currently written, the syllabus does not seem to include enough content regarding the societal impact of biomechanics to qualify for a DEC H.
2. Do the textbooks include a meaningful discussion of science and society?
3. Are there further materials that address discussions of the implications of biomechanics and society?
4. Is the course content changing from the earlier offering of BME 303, prior to the proposal as a DEC H? The course description needs to mention the implications of course content on society to be in line with other DEC H offerings.
Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2012-13
Minutes
9th meeting, October 24, 2012– approved November 14, 2012

Present: Ritch Calvin (Chair), Kane Gillespie, Beth Squire, Ryan Minor, Anne Moyer, Jessica Munno, Richard Gerrig, Ridha Kamoua

Guest: Scott Sutherland

I. Committee Business
1. Review minutes of October 17, 2012: Approved
2. The committee continued discussion of the general education proposal with guest Scott Sutherland.

II. Routine Administrative Matters
1. Japanese Studies
   Updates to the minor in Japanese Studies: Approved

2. Journalism
   Responses to committee concerns regarding Bulletin and course updates: proposals approved on the basis of departmental responses

3. Biology
   Responses to committee concerns regarding Bulletin and course updates: proposals approved on the basis of departmental responses

III. Curriculum Proposals
1. Biomedical Engineering
   Proposal to add a DEC H to BME 303 Biomechanics

   The committee approves the proposal to add a DEC H to BME 303, with the following recommendations:

   1. As currently written, the syllabus and course learning objectives do not seem to include enough content regarding the societal impact of biomechanics to qualify for a DEC H. The committee recommends adding the following statement to the course description and course objectives so that the general education objectives are more explicit: “Considers societal issues involving ethical and moral considerations, consequences of regulation, societal impact, as well as risks and benefits of biomechanics.” (statement adapted from BME 304)
I. Committee Business

1. Review minutes of October 24, 2012: Approved

2. The committee continued discussion of the general education proposal, and agreed that the Fall 2014 implementation date is more reasonable and realistic than Fall 2013.

Issues currently under discussion in various circles of the university faculty and administration include the implementation process and timeline, the structure and membership of the certification committee, the grading requirement of the new Gen Ed, and the requirements relative to CEAS programs. The curriculum committee weighed potential advantages and disadvantages of adding learning outcomes for “technology.”

Committee members again voiced concern regarding part 2 of the Gen Ed. As written, part 2 standards allow 200-400 level “advanced” courses that have part 1 courses as a prerequisite. Some are concerned that the proposed model would decrease flexibility for students to select courses that interest them and assert that, instead, breadth is more valuable than depth. Forcing students to stick to one area would be limiting.

Several agree that students be able to satisfy part 2 by selecting one of the following:

- a 200-400 level course
- a second course in a two course sequence (e.g., PHY 132)
- a distinct introductory (100-200 level) course in an area distinct from their first course. For example, if a student uses MUS 101 to satisfy part 1, s/he should be able to use THR 101 to satisfy part 2 because it increases the academic breadth of the student and facilitates flexibility in selecting courses that fit his/her schedule and interests.

II. Routine Administrative Matters

1. Biochemistry

   The committee approved the updates to the Biochemistry Bulletin entry.

III. Curriculum Proposals

   Postponed until next meeting
Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2012-13
Minutes
11th meeting, December 5, 2012– Approved December 12, 2012

Present: Ritch Calvin (Chair), Kane Gillespie, Beth Squire, Ryan Minor, Anne Moyer, Ridha Kamoua, Abhay Deshpande, Arlene Feldman, Darcy Lonsdale, Peter Stephens

Guest: Nora Arango, Assistant Registrar for Enrollment Services, Office of the Registrar

I. Committee Business

1. Review minutes of November 14, 2012: Approved

2. The committee continued discussion of the general education proposal, spending much time discussing the recent adoption of the proposal by the University Senate on December 3.

II. Routine Administrative Matters

1. Asian and Asian American Studies
   Change “Taoism” to “Daoism” in the title and description of AAS/RLS 240: Approved

2. Biochemistry
   Routine updates to the Biochemistry Bulletin entry: Approved

III. Curriculum Proposals

1. Registrar updates
   **Post Enrollment Requisite Checking (PERC)**

   Guest Nora Arango explained the enrollment process for courses that have prerequisites with grade requirements. During advance registration (and before grades are posted), students are allowed to enroll in courses with grade requirements (for example, PHY 132 before the grades for the prerequisite course PHY 131 are posted). Until now, a clean process has not existed to identify and deregister students who have pre-registered but ultimately do not satisfy the published grade requirements. The new PERC capability within PeopleSoft provides such a tool.

   The registrar has designated a few academic departments to run PERC based on the class roster, for one section specifically, across all sections for one course, or for all courses for the entire department as a batch. Departments determine whether to allow the student to remain enrolled, or drop the student from the course. Students are notified on SOLAR after they have been dropped from the course. PERC is similar to the process used in the past by departments for high demand courses, but is now supported by PeopleSoft, and access to drop students is, for the first time, distributed to departmental administrators.

   The pilot program was rolled out with three departments: Biology, Chemistry, and Journalism. Biology and Journalism supplied very little or no feedback. Chemistry reported that while helpful, concerns include departments receiving error messages when trying to drop students with a service indicator, and issues with students who are enrolled in a co-requisite course.

   The committee has two recommendations regarding PERC:
   1. The committee suggests a warning system so that the process will become a 2-step process: First, the department will run the program and a warning message will be sent to students, alerting them that they will be dropped unless they provide the department with information that would allow them to remain in the course. After a specified date, if the student has not supplied information indicating that s/he deserves to remain in the course, s/he will then be dropped, and notified on SOLAR that s/he is no longer in the course.
   2. Several departments represented on the committee would like to be the next pilot departments to test PERC. The recommended departments are Electrical and Computer Engineering, SoMAS, and Physics. The first three pilot programs (CHE, JRN and BIO) generated variable amounts of...
feedback on the success of the program. The three recommended programs here (ECE, SoMAS and PHY) would facilitate constructive discussion on this committee.

Permission to drop

The committee maintains that each department should submit a formal proposal (including the reasoning for the requested permission to drop, along with the departmental administrative plan to advise and manage the student demand) before adding permission to drop so that the committee may review the potential impact on students. “Permission to drop” should not be available for courses within the purview of the Arts and Sciences Senate without written approval by the Arts and Sciences Undergraduate Curriculum Committee.

While the functionality has the potential to help students in their progress towards degree completion, the committee would like to ensure that it does not create unnecessary red tape for students during a busy time of the semester.

The committee urges the office of the Registrar to grey out and make the permission to drop feature unavailable in PeopleSoft to ensure that departments are not utilizing the feature without the permission of the committee.

Cinema and Cultural Studies

Updates to the major/minor/courses

The committee approves the course description change for CCS 101, the core courses name changes (CCS 101, CCS 201, CCS 301 and CCS 401), and the renaming of HUM courses to CCS.

The committee requests further information on the following proposal items before further consideration of the proposal:

1. The committee requests a brief rationale for changing the HUM designator to CCS for HUM 201 and HUM 202 as well as new course proposals for CCS 205, CCS 206, and CCS 327 listed in point 4 of the proposal. Is the focus of the courses also changing? Will students who previously took HUM 201 or HUM 202 receive credit if they take any of the new courses? Note that proposals for Fall 2013 are due by Feb. 1, 2013.

2. HUI 231 and HUR 241 are offered under the European Studies department; therefore, the request to change the course level to upper division needs to be proposed by European Studies (point 5 of the proposal). KG’s understanding is that offering CCS 393 instead of HUI 231 or HUR 241 would not satisfy the European Language major requirements, or the affiliated faculty agreements that are in place with faculty members.

3. The course title changes in point 6 seem substantial enough to indicate a change in course content. Is this new curriculum, or aligning title with what has been taught in the courses?

4. It appears that the major requires a minimum of 24 upper division credits, not 21 as listed in the proposal. (part 1 has 6 upper division credits, in addition to part 3)

5. What is the rationale for listing the lower division requirement courses separately from the core courses, if all three lower division requirement courses are required?

6. Note a typo in the minor: “Most of these upper-division courses have some lower-division course(s) as pre-requisites. Bear this in mind in planning the early stages of your major.”

7. Regarding question 7 from the department, the proposal appears to change the focus of the concentrations. Please clarify the justification for doing so. Also, please provide an accounting of how many students are currently pursuing the current concentrations. It is the assumption of the committee that the existing concentrations will be maintained for students currently pursuing concentrations.
Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2012-13
Minutes
12th meeting, December 12, 2012 – Approved December 19, 2012

Present: Ritch Calvin (Chair), Kane Gillespie, Beth Squire, Ryan Minor, Anne Moyer, Ridha Kamoua, Arlene Feldman, Darcy Lonsdale, Peter Stephens, Richard Gerrig

Guest: Scott Sutherland, Department of Mathematics and General Education committee member

I. Committee Business

1. Review minutes of December 5, 2012: Approved

2. Note that the new meeting time for the Spring semester is Wednesdays, 10AM-11:30AM. We will continue meeting in the Faculty Center conference room.

3. We discussed the election of a new Chair. Darcy and Ritch will discuss.

4. Discussion continued regarding the General Education updates.
   The University Senate approved the General Education report with three stipulations:
   1. Figure out how the technology requirement may be implemented.
   2. The grade of C or better requirement for general education courses has yet to be decided.
   3. The general education committee will meet with Health Sciences program faculty and administrators on 12/13 to discuss the impact on health sciences programs and requirements.

   Other issues include the SUNY seamless transfer and the impact of the gen. ed. changes on transfer students.

   There will be a revote in February or March once the stipulations are decided upon, for adoption of the new general education beginning Fall 2014.

   There is a tentative steering committee comprised of Gene Hammond, Molly Frame, and Scott Sutherland, with Kane Gillespie serving as ex-officio. The goal of the steering committee is to remain small and coordinate rather than make policy changes.

   Since there is little time to hold an election for open seats on the sub-committee of the A/S Senate curriculum committee, Deans and Chairs will be asked for recommendations for faculty to serve on the committee.

   The committee suggests that several initial departments are identified to begin the mapping process, and provide feedback before rolling out to all academic departments.

   The committee notes that faculty would appreciate having input in category descriptions before they are finalized. The committee suggests sending the descriptions to undergraduate directors to disseminate and collect comments from departmental faculty.

   There is concern from the committee regarding courses for which additional categories will be added after the initial mapping. Will students who took the course before an additional category is added receive credit for the added requirement?

   Committee members voiced that faculty may add the goals of the requirements onto the course learning objectives, without incorporating the objectives into course content. Should the requirements or the faculty decide course content? If a course has been taught successfully for many years, is it now necessary to change content to meet these new criteria?

II. Routine Administrative Matters

None today

III. Curriculum Proposals

None today