Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes
1st meeting, September 7, 2011– approved September 14, 2011

Present: Edmund Chang, Ritch Calvin, Beth Squire, Darcy Lonsdale, Martin Levine, Diane Bello, Kane Gillespie, Robert Goldenberg, Arlene Feldman, Anne Moyer

I. Committee Business
1 Review minutes of May 11, 2011: Approved
2 Members unanimously elected Ritch Calvin as Chair for the 2011-2012 academic year. Congrats, Ritch!
3 The committee welcomes new members Anne Moyer, and Registrar representative Diane Bello.
5 The committee needs student representatives. Kane will ask the Senate for recommendations.
6 Courtney from Athletics Advising has requested an ex-officio spot on the committee to hear of curricular changes and avoid NCAA issues. Chair will contact Courtney to find out the specific needs of the department.
7 The General Education committee has entered a second phase, with Gene Hammond Chairing the committee. The curriculum committee would like to see representation on the committee, and recommends Ritch Calvin. Ritch will contact Gene.

II. Routine Administrative Matters
1 Deactivate crosslisting of EGL 389 w/ AST 389; course will be offered as AST only in Spring ’12: Approved
2 Reactivate CHI 475/476 Undergraduate Teaching Practicum I & II: Approved
3 Remove ‘West Asia’ as focus area in AAS major and minor (Professor suddenly passed away): Approved
4 Remove recitations from HIS 326 for Spring 2012: Approved
5 SoMAS prerequisite changes: Approved
6 Lower total credits required for EDP and SUS majors: Approved
7 JPN 488 Internship: Approved
8 EDP major: replace ARS 154 in major requirements with SBC 117-Drawing for Design: Approved

III. Curriculum Proposals
All proposals deferred to next week
Arts and Sciences Senate  
Undergraduate Curriculum Committee  
Academic Year 2011-12  
Minutes  
2nd meeting, September 14, 2011 – Approved September 21, 2011

Present: Edmund Chang, Ritch Calvin, Beth Squire, Darcy Lonsdale, Ridha Kamoua, Diane Bello, Kane Gillespie, Robert Goldenberg, Arlene Feldman, Anne Moyer

Guest: Gene Hammond, Director of the Writing Program and Chair of the General Education implementation committee

I.  Committee Business

1. Review minutes of September 7, 2011: Approved

2. 2010-2011 Annual Report: Approved

3. Ritch spoke to Courtney from Athletics, who said that emailing or posting the minutes promptly would be sufficient, and appending the CC membership to include a representative from Athletics is not necessary.

4. Guest Gene Hammond met with the committee to discuss the second phase of the Gen Ed Review process, currently named the “implementation committee.” Gene’s goal is to keep the committee small, and to that end, no staff will be included in the committee. Half of the committee was on last year’s committee, led by Tom Hemmick, and half are new. An asterisk indicates previous membership on the Tom Hemmick committee (listed alphabetically by last name)

   *Ritch Calvin (Cultural Analysis and Theory and chair of the CC).
   Deborah Firestone (health technology/HSC)  
   *Molly Frame (Biomedical Engineering)  
   Richard Gerrig (Psychology)  
   *Perry Goldstein (Music)  
   *Gene Hammond (Writing and Rhetoric)  
   Maurice Kernan (Neurobiology and Behavior)  
   *April Masten (History).

The committee will meet for the first time on 9/15/11. Gene’s goal is to consider academic criteria in the context of practical implications. Last year’s committee did not agree on recommendations, but produced a composite document containing all of the committee ideas. Last year’s report will soon be released to the community.

Gene sees the group as being led by six principles:

1. Whatever general education we decide to put in place, students should be more engaged than in the DEC.
2. Requirements should be as skill-based as possible, as opposed to discipline-based.
3. Recommendations should be pragmatic and implementable.
4. Requirements should encompass a 21st century curriculum (eg., emphasis on undergrad research/scholarship, student service, diversity and the arts).
5. Requirements should be distinctively Stony Brook.
6. The Gen Ed should be uniform across the university. Different schools and colleges should follow the same Gen Ed.

Gene’s goal is to create a set of requirements that celebrate Stony Brook (i.e. strengths in the sciences), and make students more engaged than they are now, following the current DEC system. With fewer requirements, students will be able to add a minor, or pursue other interests. Gene hopes to interview more students, and consistently communicate with and listen to other groups on campus.

The curriculum committee recommends the name ‘pre-implementation’ for this group and stage of the review process, as during the implementation stage, staff members such as the Registrar need to be involved to consider the feasibility of the requirements.

The curriculum committee asks to be updated with the committee status, since any changes will require a significant increase in workload for the curriculum committee.

Gene hopes that his committee will have a report completed by the end of the Fall 2011 semester, and that a final report will be available by the end of the 2011-2012 academic year.
II. Routine Administrative Matters

1. SUS BA/MBA approved by the state and final copy submitted to the committee. Department will verify that SUS BA major requirements have changed, such that PHI 104 will now be used instead of SBC 104, and PHI 366 will be used instead of SUS 301

III. Curriculum Proposals

1. Music course changes:

   The committee requests clarification regarding the prerequisite changes for the MUS courses and the proposal requests identical descriptions for the 100- and 300-level performance courses. Gillespie will contact the department.

2. AFH 425-G Spike Lee: A Dialogue with Black Women Writers:

   The committee requests responses to the following questions by September 19 so that the committee may review the course for the Spring 2012 Bulletin:

   1. Why is the course 400-level instead of 300-level, as it has been offered as a topics course? The committee believes that 300-level would be more appropriate, and suggests AFH 325.
   2. The course has no listed prerequisites; as an upper-level course, we recommend ‘Prerequisite: U3 or U4 status.’
   3. Question #14 in the proposal lists class participation as 20% of the final grade, however, the syllabus does not list class participation in the grading scheme.
   4. Question #10 in the proposal does not list any film use in the course. Will films be shown during class time? If so, how many total hours of film viewing will occur during class time during the semester?
   5. The course description in the proposal and syllabus do not match. Please clarify which should be used.
   6. The syllabus is missing some of the mandatory provost statements.
   7. The proposal lists the course as a DEC G on page 1, however, question #16 states that the course is not being proposed as a DEC. Please clarify.
Arts and Sciences Senate

Undergraduate Curriculum Committee

Academic Year 2011-12

Minutes

3rd meeting, September 21, 2011 – approved Sept 28, 2011

Present: Ritch Calvin (chair), Beth Squire, Darcy Lonsdale, Diane Bello, Kane Gillespie, Robert Goldenberg, Arlene Feldman, Anne Moyer

I. Committee Business

1. Review minutes of September 14, 2011: Approved

2. New programs: The committee agrees to review proposals for new programs, if the program involves no new resources, or if the necessary resources are pre-approved by the relevant Dean.

II. Routine Administrative Matters

None

III. Curriculum Proposals

1. Economics
   ECO 364 Thinking Strategically
   The committee is pleased to approve ECO 364 Thinking Strategically, pending clarification of the following by Oct 1:
   1. The grading rubric and reformatting of the syllabus using the following template [http://www.stonybrook.edu/commcms/cas/curriculum/forms.html].
   2. The grading rubric is inconsistent between proposal and syllabus.
   3. Please confirm the term of initial offering.

   ECO 385 U.S. Economic History
   The committee is pleased to approve ECO 385 U.S. Economic History, pending clarification of the following by Oct 1:
   1. The grading rubric and reformatting of the syllabus using the following template [http://www.stonybrook.edu/commcms/cas/curriculum/forms.html].
   2. The grading rubric is inconsistent between proposal and syllabus.
   3. Please confirm the term of initial offering.

2. Undergraduate Biology
   BIO 337 Neurotransmission and neuromodulation: implications for brain function
   The committee is pleased to approve BIO 337 Neurotransmission and neuromodulation: implications for brain function, pending clarification of the following by Oct 1:
   1. What are the course textbooks?
   2. Top of syllabus indicates BIO 339 (typo?)
   3. Syllabus grading section indicates “posted on the BIO 317 Blackboard site.” In addition, grading rubric and calculation appears slightly inconsistent between the syllabus and proposal (question #14).

3. School of Marine and Atmospheric Sciences
   MAR 373 Marine Apex Predators: Ecology and Conservation
   The committee is pleased to approve MAR 373 pending clarification of the following by Oct 1:
   1. For efficiency, the committee recommends incorporating the list of “readings” and the “course format”
2. When listing the academic integrity statement on the syllabus, please remove the “must be the following language” note.

3. The grading calculation appears slightly inconsistent between the syllabus and proposal (question #14).

4. On the syllabus, the grading rubric has overlapping ranges. Please clarify what a student grade would be if the final average is (for example) 95.

Program in Writing and Rhetoric

WRT 205-B Writing about Global Literature

The committee is pleased to approve WRT 205, pending clarification to the following by Oct 1:

1. Based on the current DEC program policy, courses may satisfy up to one DEC category. Among the proposed categories for this course, the committee recommends DEC B, due to the writing-intensive nature of the course. If the course were more content-centered, it could be a DEC J.

2. Please reformat the syllabus using the following template:
   http://www.stonybrook.edu/commcms/cas/curriculum/forms.html

3. The committee suggests changing the description of the course to not mention specific books, so that instructors will not be held to the specific books. The committee recommends:
   In this lecture course, we will read literature from countries such as Indonesia, Botswana, Burma, Nigeria, Brazil, Egypt, Kenya, Vietnam, and Trinidad. Students will write a one-page response to their reading for every class, and principles of thoughtful writing, including correct punctuation, will be reinforced. There will be two tests and a final exam.

4. The committee recommends adding a prerequisite of WRT 102.

WRT 206-K Writing about African-American Literature and History

The committee approves WRT 206 Writing about African-American Literature and History, pending clarification to the following by Oct 1:

1. Based on the current DEC program policy, courses may satisfy up to one DEC category. Among the proposed categories for this course, the committee recommends DEC K or B for the course, without Skill 4. To be consistent with other courses, (EGL 217 and EGL 218), DEC K is probably more appropriate.

2. The committee recommends adding “Readings will include works such as…” in the course description, so that instructors will not be forced to adhere to the listed texts.

3. Is there overlap with EGL 217-K or EGL 218-K?

4. The committee recommends adding a prerequisite of WRT 102.

5. Please reformat the syllabus using the following template:
   http://www.stonybrook.edu/commcms/cas/curriculum/forms.html

Minor in Writing

The committee is pleased to approve the proposed minor in Writing, but is concerned about possible overlap with one or both of the minor in English and minor in Creative Writing. Please confirm by Oct 1 that students should be allowed to complete the minor in Writing in addition to English or Creative Writing in addition to English or Creative Writing; would the new minor be significantly distinct from the others.
I. Committee Business

1. Review minutes of September 21, 2011: Approved

II. Routine Administrative Matters

1. Approved: Change in prerequisite for MAR 380 Ichthyology from:

Prerequisite: BIO 201; BIO 328 or 344 or 346

to Prerequisite: U3 or U4 standing; BIO 201 and 203

III. Curriculum Proposals

1. History

Revisions to the minor

The committee was pleased to approve the proposed updates to the HIS minor.

Undergraduate Biology

2. BIO 207 Fundamentals of Scientific Inquiry in the Biological Sciences IIB

The committee was pleased to approve the proposed BIO 207, pending clarification of the following by Oct. 7:

1. The committee notes that BIO 205 should be changed to “…IIA” to remain consistent with the title of 207.
2. Please provide clarification as to the difference between 205 and the proposed 207.
3. Will students be allowed to receive credit for both courses? If 205 and 207 will be mutually exclusive, we will add a note to the course description of each course stating “Not for credit in addition to…”
4. The committee recommends using the same prerequisite as BIO 205 (Prerequisite: BIO 204 Pre- or co-requisite: Bio 201, 202, or 203) if the courses are equivalent. (as proposed, 207 is slightly different than the published prerequisite for 205)
5. The formula for grading is inconsistent between the syllabus and proposal. Please clarify.
6. The committee is concerned that some of the syllabus language for make-up classes could be inconsistent with university policy or federal/state law. The committee recommends either checking the language with university counsel or perhaps changing the syllabus policy on make-up classes to “We will adhere to university policy and state and federal law.” See the following links, among others

http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/participation_univsponsered_activities.php
http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/min_instructional_student_resp.php
http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/final_examinations.php
http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/equivopportunity_religiousabsences.php

3. English

EGL 332 Topics in Literature and Film

The committee was pleased to review the proposed course, and requests clarification by October 7 on a few issues before approving the course.

1. Please confirm whether other faculty are available to teach the course if Munich is unavailable
2. The committee recommends a DEC G for the course. Please confirm
3. The proposal and syllabus are missing a breakdown of the grading rubric, and there is no description of the required papers on the syllabus. Please list a description of the papers to indicate that the
course is upper-division worthy (see http://www.stonybrook.edu/commcms/cas/curriculum/Guidelines%20for%20Course%20Levels.pdf for the level of work expected in a 300-level course).

4. The committee is concerned that there seems to be a mismatch between the course title and the sample syllabus. For example, the sample syllabus does not reflect any content devoted to literature, despite “literature” being in the course title. If other topics for this course are to be similar to the sample syllabus, the committee wonders if the course is more of a cultural studies course rather than a literature/film course. Therefore, the committee recommends a change in title of the topics course (“Topics in Books and Film”).

5. Given the emphasis on cultural studies in the sample syllabus and given the emphasis on film, the committee requests that the Department of English provide a letter of support from the chair of the Department of Cultural Analysis and Theory.

4 Journalism

JRN 112 Advanced Writing Immersion

The committee was pleased to review the proposed course, and requests clarification by October 7 on a few issues before approving the course.

1. Please clarify the projected demand for the course if JRN 112 is not a major or minor requirement. In an already credit-heavy major, the committee is unsure if the course will generate demand.

2. Generally, 100-level courses are intended for freshmen and sophomores. Please clarify the request for a prerequisite of “U3 /U4 status.” Would the course be appropriately numbered JRN 312 instead of JRN 112?

3. The syllabus is vague. The committee is concerned to approve a course with a generally vague syllabus. Is it possible to define a weekly breakdown of assignments or class topics at this juncture?

4. Writing and English both offer similar workshops. The committee recommends working with Gene Hammond from Writing to see if WRT 200 Grammar and Style for Writers is an appropriate substitute for the proposed JRN 112.

5 German

The committee was pleased to review the proposed revisions to the German major and minor, and requests clarification by October 7 on a few issues before approving the updates:

Revisions to the major

1. Though no previous knowledge of German is required, the language course requirement starts with Intermediate German, which has GER 111/112 as prerequisites. One could interpret these prerequisites as “hidden credits,” resulting in a de facto increase in the credit requirements for the major. Please clarify. The committee recommends to either incorporate the introductory language courses, with a note that students may place out based on proficiency examinations, or list with an asterisk that 111/112 are prerequisites for 211.

2. In section B. 2. of the requirements, 12 credits are required in a discipline other than German while the requirement will be waived if students carry a minor or double major.
   a. The committee wonders if the area other than German should be somewhat related. That is, would a major in Physics or Engineering qualify for students to waive the B.2. requirement?
   b. If this requirement is waived for students with another major or minor, one could interpret this as meaning that students could complete the German major with only 30 credits. In fact, students often double count courses to satisfy two or more programs. Therefore, the committee recommends either deleting this note, or changing it to something like: “students pursuing a double major or additional minor(s) can double count credits toward the B.2 requirement and the other program(s) upon pre-approval of the director of undergraduate studies in ELLC and the undergraduate director(s) of the other program(s).”

Revisions to the minor

1. Though no previous knowledge of German is required, the language course requirement starts with Intermediate German, which has GER 111/112 as prerequisites. One could interpret these prerequisites as “hidden credits,” resulting in a de facto increase in the credit requirements for the major. Please clarify. The committee recommends to either incorporate the introductory language courses, with a note that students may place out based on proficiency examinations, or list with an asterisk that 111/112 are prerequisites for 211.

2. Adding 211/212 as requirements reduces the overall credits in upper division courses for the minor. While it makes the minor more accessible for students; is this the intended result of the change?
Arts and Science Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes
5th meeting, October 5, 2011– Approved October 12, 2011

Present: Ritch Calvin (chair), Beth Squire, Darcy Lonsdale, Kane Gillespie, Robert Goldenberg, Edmund Chang, Anne Moyer, Arlene Feldman, Ridha Kamoua, Martin Levine

I. Committee Business
1. Review minutes of September 28, 2011: Approved

II. Routine Administrative Matters
1. School of Marine and Atmospheric Sciences
   Approved: Combine MAR 353 Physical Oceanography Laboratory w/ 352 lecture: credits for MAR 353 increase to 3.

2. Mathematics – PEP
   Approved: Math PEP change: add “A minimum cumulative g.p.a. of 2.75” (formerly 2.75 required in MAT courses only).

3. Undergraduate Biology
   Approved: Raise repeatable credit limit for BIO 489 to 99 credits from 9 credits.

III. Curriculum Proposals
1. Asian and Asian American Studies
   Please respond to the committee questions and concerns by Oct. 10 for inclusion in the Spring 2012 Bulletin.
   AAS 331-G Japanese Literature in the Feminine Domain (new course proposal)
   The committee was pleased to approve AAS 331, pending receipt of responses to the following questions:
   1. How will the course be used for AAAS programs? Please specify which area of the requirements may be met with the course.
   2. The committee recommends maintaining the crosslisting with WST. Are there any objections to keeping the crosslisting with WST?
   3. The course could satisfy DEC G (Humanities, the proposed DEC), or DEC J (Other-world Civilizations). The committee recommends DEC J for the course.
   4. The course proposal indicates that the course will be rigorous, but proposes no prerequisites. The committee notes that prerequisites throughout AAS/JPN do not seem uniform (see AAS 322 and JPN 332 as examples). Therefore, the committee recommends reviewing the prerequisites and advisory prerequisites of other 300-level AAS courses to determine a prerequisite similar to those courses. The committee recommends at a minimum an advisory prerequisite of “previous study in Japanese language, literature, or culture.”

   AAS 332-G Japanese Literature in the Meiji Era (new course proposal)
   The committee was pleased to approve AAS 332, pending receipt of responses to the following questions:
   1. How will the course be used for AAAS programs? Please specify which area of the requirements may be met with the course.
   2. The course could satisfy DEC G (Humanities, the proposed DEC), or DEC J (Other-world Civilizations). The committee recommends DEC J for the course.
   3. The course appears to be rigorous, but lists no prerequisites. The committee recommends an advisory prerequisite of “previous study in Japanese language, literature, or culture.”
   4. The course proposal indicates that the course will be rigorous, but proposes no prerequisites. The committee notes that prerequisites throughout AAS/JPN do not seem uniform (see AAS 322 and
JPN 332 as examples). Therefore, the committee recommends reviewing the prerequisites and advisory prerequisites of other 300-level AAS courses to determine a prerequisite similar to those courses. The committee recommends at a minimum an advisory prerequisite of “previous study in Japanese language, literature, or culture.”

AAS 333-D Indian Cinemas & Cultures (new course proposal)
The committee was pleased to approve AAS 333, pending receipt of responses to the following questions:

1. In order for a course to satisfy DEC D, it must be introductory in nature. The committee recommends to either offer AAS 333 as a DEC G (as it was when offered as AAS 391 Humanities Topics in Asian and Asian American Studies), or to renumber the course (and possibly revise the content) as a 200-level DEC D course.
2. The proposal states that the course requires “critical writing and sophisticated analysis of films” (see Q. 17). Please clarify and give examples of the writing and analysis assignments.
3. How will the course be used for AAAS programs? Please specify which area of the requirements may be met with the course.

AAS/EGL 305-J The Pacific, Travel, and Empire (new course proposal)
The committee was pleased to approve AAS/EGL 305, pending receipt of responses to the following questions:

1. To satisfy a DEC J, a course should concentrate on one topic or geographic area. Please confirm that this is the case. As written, the committee agrees that the course satisfies DEC G, but could be a J if the topic or geographic region were to be clarified.
2. How will the course be used for AAAS programs? Please specify which area of the requirements may be met with the course.
3. Please be sure to include the provost’s required language when distributing the syllabi to students.

2 Journalism

JRN 391 Journalism without Walls Prep.
The committee was pleased to approve JRN 391, pending receipt of responses to the following questions by Oct 7:

1. Please provide a brief rationale as to why the course should be graded S/U instead of ABC.
2. The course is proposed to meet 0.5 hours per week lecture + 0.5 hours per week lab. Please clarify why this is necessary. Given the short amount of time in each, the committee recommends offering the course as a one-hour long lecture, if lecture format meets the pedagogical needs of the course.
3. The proposal lists 30% of the grade as tests. Please give examples of (and revise the syllabus to indicate) the content/items that will be tested.
4. What is the nature of the assignments that make up 60% of the final grade?
5. Is this course a mandatory prerequisite for JRN 435? If so, the committee is concerned that this will require students to know approximately a year in advance that they can plan to enroll in JRN 391. Is it possible that students will not know a semester in advance whether they intend to register for 435?
6. The syllabus is missing the required Provostial statements (DSS, etc.). Please include these in the syllabus when distributed to students.

JRN prerequisite updates
The committee was pleased to approve the proposed JRN prerequisite changes, pending receipt of responses to the following questions by Oct 7:

1. JRN 288: It is unclear from the proposal whether the department feels that the 12 credits of JRN are unnecessary and therefore no longer required, or if the 12-credit requirement is met by all students and therefore superfluous to enforce. If the department feels that students would benefit from 12 credits of JRN coursework, the committee recommends leaving the 12 credits in the prerequisite, as it might identify at least a few students who might try to enroll without 12 credits.
Arts and Sciences Senate  
Undergraduate Curriculum Committee  
Academic Year 2011-12  
Minutes  
6th meeting, October 12, 2011– Approved November 2, 2011

Present: Ritch Calvin (chair), Beth Squire, Darcy Lonsdale, Kane Gillespie, Robert Goldenberg, Edmund Chang, Anne Moyer, Arlene Feldman, Diane Bello, Martin Levine

I. Committee Business

1. Review minutes of October 5, 2011: Approved

II. Routine Administrative Matters

1. School of Journalism
   
   Approved: Renumber the proposed JRN 391 Journalism without Walls Prep to 392 since 391 is in use by an existing course.

2. AAS/EGL 305-J The Pacific, Travel, and Empire, AAS 331-J Japanese Literature in the Feminine Domain, AAS 332-J Japanese Literature in the Meiji Era, AAS 222-D Indian Cinemas & Cultures: Approved on the basis of responses from the department.

3. BIO 207 Fundamentals of Scientific Inquiry in the Biological Sciences IIB: Approved on the basis of responses from the department.

III. Curriculum Proposals

1. Asian and Asian American Studies

   Please respond to the committee questions and concerns by Oct. 17 for inclusion in the Spring 2012 Bulletin.

   AAS 334-J English in Asia (new course proposal): note change in course number since 332 was used by another course

   The committee was pleased to approve AAS 334, pending receipt of responses to the following questions:

   1. Question 17B in the proposal indicates a requirement that students have a background in Linguistics. To be consistent with question 17, the committee recommends an explicit or advisory prerequisite for the course.
   2. Please include the mandatory Provostial statements on the syllabus distributed to students: http://www.stonybrook.edu/commcms/provost/policies/Syllabus%20Statement.doc
   3. The course appears to have significant content related to Linguistics. The committee requests a letter of comment from the department of Linguistics addressing possible overlap with linguistics curriculum and whether students in the Linguistics major could take the course for credit toward the major.

2. Anthropology

   Updates to the major and minor

   The committee was pleased to approve the proposed updates to the Anthropology major and minor, pending response to the following recommendation by Oct. 17:

   1. The committee recommends adding a note to the minor indicating ‘See list of courses/subfields as indicated in the Major requirements above.’

3. Sustainability

   Please respond to the committee questions and concerns by Oct. 17 for inclusion in the Spring 2012 Bulletin.

   EDP 404 Environmental Design Project: update to description/delivery

   The committee was pleased to approve the proposed description update for EDP 404, pending receipt of
responses to the following questions:

1. Please clarify the grading calculation for the final course grade. The grading appears to be subjective, which could be confusing for students since the expectations for the course are not clearly linked with the final grade. Please provide descriptions of the mechanisms that will be in place to protect students and faculty should a grade dispute develop.

2. Please include the mandatory Provostial statements on the syllabus distributed to students: [http://www.stonybrook.edu/commcms/provost/policies/Syllabus%20Statement.doc](http://www.stonybrook.edu/commcms/provost/policies/Syllabus%20Statement.doc)

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4 Theatre Arts

Please respond to the committee questions and concerns by Oct. 17 for inclusion in the Spring 2012 Bulletin.

THR 245 Movement for Actors (new course proposal). NB: course was proposed as THR 246. The committee suggests an alternate number, THR 245, since the number 246 is active as Stage Lighting

The committee was pleased to approve THR 245, pending receipt of responses to the following questions:

1. There seems to be possible overlap with DAN 264 Movement Awareness and Analysis.
   a. Will students be able to receive credit for both courses, or are they mutually exclusive?
   b. Could students take DAN 264 as a substitute for THR 245?
2. What is the role of this course in the major or minor requirements? What is the impetus for students to take the course?
3. Please indicate the course prerequisites on the syllabus when distributing it to students.
4. Please specify the total class time per week for the course for a regular fall/spring semester.

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5 Music

Minor in Music and Technology

The committee was pleased to approve the proposed minor in Music and Technology, and suggests adding #6 to the Jazz minor (requirement for MUS majors).
Arts and Sciences Senate  
Undergraduate Curriculum Committee  
Academic Year 2011-12  
Minutes  
7th meeting, November 2, 2011—Approved November 30, 2011

Present: Ritch Calvin (chair), Beth Squire, Darcy Lonsdale, Robert Goldenberg, Anne Moyer, Arlene Feldman, Martin Levine, Ridha Kamoua

I. Committee Business

1. Review minutes of October 12, 2011: Approved

II. Routine Administrative Matters

1. Sustainability Studies

Designator change SBC 313 GIS Design and Application I to GSS 313 GIS Design and Application I; activate GSS 325 GIS Design & Applications II (previously approved): Approved

Courses previously proposed or approved as GIS should be changed to GSS

2. Cinema and Cultural Studies

Change prerequisite for CCS 311: Prerequisite: Completion of D.E.C. category B and one course from the following: CCS 101, CCS 204, CLI 215, CLT 235, HUF 211, HUG 221, HUI 231, HUM 201, HUM 202, HUR 241, THR 117, EGL 204, WST 291, WST 305 (courses in bold added to existing prerequisite): Approved

3. Chemistry

Chemistry major, minor, and Engineering Chemistry: Updated to include PHY lab changes: Approved

4. Hemmich Report

The committee was asked by Eduardo Mendieta, President of the A/S Senate, to write a report on the Thomas Hemmich report. Since the committee has not seen a copy of the final Hemmick report, and since it seems that the new general education committee is not basing recommendations on the Hemmick report, the committee seeks further clarification.

III. Curriculum Proposals

1. Geospatial Science Minor

The committee was pleased to approve the proposed minor in Geospatial Science. The code for the minor and related courses should be GSS.

2. Geospatial Science

GSS 105-F Introduction to Maps and Mapping

The committee was pleased to approve the proposed GSS 105 Introduction to Maps and Mapping, pending receipt of responses to the following questions:

1. Question #4 in the proposal does not include an instructor for the course. Please indicate the name of a qualified faculty member.
2. The course description on the proposal does not match the syllabus. Please indicate which description is correct.
3. What is the estimated enrollment of the in person course? Question #24 in the proposal indicates 35 students, while the DEC proposal form lists 25 students.
4. Note that the online syllabus is missing the required incident management statement, but does list a cell phone/electronic device statement that may not be relevant to the online format.
English

Updates to the EGL major and minor

The committee was pleased to approve the proposed updates to the EGL major and minor. Please submit a revised Bulletin copy for the minor.
Arts and Sciences Senate  
Undergraduate Curriculum Committee  
Academic Year 2011-12  
Minutes  
8th meeting, November 30, 2011—approved December 7, 2011  

Present: R. Calvin (chair), K. Gillespie, B. Squire, D. Lonsdale, R. Goldenberg, A. Moyer, M. Levine, E. Chang  

I. Committee Business  
1. Review minutes of November 2, 2011: Approved  
2. Charlie Robbins will be joining the group for next week’s meeting to discuss the proposed gen ed. updates.  

II. Routine Administrative Matters  
1. Philosophy  
   Add PHI 495 Philosophy Honors Thesis: add to requirements for Honors PHI program: Approved.  
2. European Languages Literature and Cultures  
   GRK 122 Elementary Modern Greek II: remove lab: Approved  
3. Biology  
   Prerequisite for BIO 362 modified to change the requirement ‘C or higher in BIO361’ to ‘C or higher in either BIO 361 or CHE 346’: Approved.  
4. Education  
   SCI 451 prerequisite: replace SSE 327/350 with PSY 327: Approved.  
5. Earth and Space Sciences  
   Remove note in the Bulletin under major requirements that states "For biology, chemistry, geology, and marine sciences concentrations, MAT 132 or MAT 127 may be waived under compelling circumstances and with the written permission of the ESS advisor.”: Approved  
6. Physics and Astronomy  
   PHY 127: reduce credits for Spring 2012 to 3 from 4, as per departmental changes: Approved  

III. Curriculum Proposals  
1. English  
   The committee was pleased to approve the proposed updates to the EGL minor, effective Fall 2012.  
2. Coastal Environmental Studies  
   The committee was pleased to approve the proposed minor in Coastal Environmental Studies, pending receipt of responses to the following questions:  
   1. Note that MAR 303 (option under advanced elective courses) is 4 credits, not 3 as listed in the proposal. The committee recommends adding “a minimum of 6 credits” to allow for credit differences in the advanced elective courses.  
   2. ENV 487 is a variable credit course; may students repeat the course to meet the 6 required credits for the advanced elective courses requirement? Is there a maximum number of credits for and/or completions of 487 that may be applied to the minor?  
   3. In the “Declaration of Minor” statement, the committee recommends changing the first sentence to read, “To progress efficiently through the minor, students should declare the minor ….”  
   4. The committee recommends revising the first sentence of the description of the minor to read “The Coastal Environmental Studies minor is intended to provide a coherent foundation of scientific study…”  


I. Committee Business

1. Review minutes of November 30, 2011: Approved

2. General Education Proposal

Charlie Robbins and Gene Hammond visited the committee to report on the progress of the review and revision of Stony Brook’s Gen Ed program. Hammond serves as Chair of the DEC 2 committee, which was appointed by the provost’s office and is informally referred to as “DEC 2.” The DEC 2 committee presented the CC with a draft proposal, which will be presented to the Undergrad Council and Provost’s office for review by the end of the Fall 2011 semester.

Membership of the DEC 2 committee is as follows. An asterisk indicates previous membership on the Tom Hemmick committee (listed alphabetically by last name):

*Ritch Calvin (Cultural Analysis and Theory and Chair of the CC).
Deborah Firestone (Health Technology/HSC)
*Molly Frame (Biomedical Engineering)
Richard Gerrig (Psychology)
*Perry Goldstein (Music)
*Gene Hammond (Writing and Rhetoric)
Maurice Kernan (Neurobiology and Behavior)
*April Masten (History).
*Marianna Savoca (Career Center)
Antoinette Nelson, Biomedical Engineering (Undergraduate Student)

Hammond noted that the goal of the DEC 2 committee is to simplify the process for students, promote student choice, and convey the spirit of the Hemmick committee while meeting SUNY general education requirements.

Robbins expressed three concerns related to the draft proposal:

1. The definition of Experiential Learning lacks consensus.
2. The proposal indicates that learning objectives and learning outcomes for courses should be required for Gen Ed courses. Although it is beyond the purview of the Gen Ed committee to propose it, the requirement to include learning objectives and learning outcomes for courses on the syllabus should be extended beyond Gen Ed courses and should be required for all courses.
3. Robbins feels that undergraduate college classes (101 and 102) should be required as part of the DEC requirements, and that grading for the 102 courses should be changed from ABC/U to letter grading.

Robbins also pointed out three considerations going forward:

1. Dennis Assanis, who began as Provost on Oct 1, is aware of the time sensitive nature of the implementation of the new Gen Ed requirements. Given the importance of the implementation, however, he requests time to review and consider the Hemmick and Hammond proposals fully before moving to the next stage of implementation.
2. It would be productive very soon to convene a joint meeting of Assanis and several groups, in part or in whole, to discuss the next stages of implementation: The Undergraduate Council, the A/S Curriculum Committee, the Engineering Committee on Teaching, Policy and Curriculum, and the DEC 2 committee.
3. The middle states accreditation review is upon us, and the assessment of Gen Ed is a critical component of the review process. Implementation of DEC 2 should be well underway before the Middle States accreditation committee visits the campus.

All agree that Fall 2013 is the earliest semester for implementation of the changes. Given the publication date of the Fall 2013 Bulletin (April 1, 2013), the time line for implementation is tight. All courses will need to be re-proposed and re-evaluated for applicability to the new set of requirements. The A/S Senate curriculum
committee proposes that it remain the evaluative body to re-evaluate all DEC courses given the committee’s collective experience doing so for the DEC. However, to review all courses will likely require an augmentation of committee membership, both to manage the volume and to more closely represent the current university structure. In addition, the committee agreed that a year-long hiatus for new course and curricular proposals would expedite implementation of the new Gen Ed.

Kamoua, the CEAS representative to the curriculum committee, noted that it appears that the new DEC 2 requires several more courses than the current DEC for CEAS students. While the current DEC has different requirements for CAS and CEAS, the Hemmick and Hammond committees agree that the proposed DEC should be the same for all students. Kamoua indicated that the DEC 2 as currently proposed may not be practical for CEAS students in addition to the stringent CEAS major requirements.

Robbins indicated that the same concerns are true for Health Science majors, who currently follow a very diffuse and diverse set of Gen Ed requirements.

Goldenberg noted the importance of explicit guidelines for formulating learning outcomes and objectives in each DEC 2 category so that the re-evaluation process can move more smoothly. Hammond indicated that the final DEC 2 proposal will incorporate most if not all of the learning objectives and outcomes that were developed by the Hemmick committee.

Goldenberg also questioned the ratio of upper division courses compared to lower division courses in the proposed DEC 2, relative to the upper division requirements of the major. Whereas students are required to complete 39 credits of upper-division courses for a degree (representing a ratio of 1:2 upper-division to lower-division courses), the upper-division requirement in the proposed DEC 2 demands a much higher proportion of such courses. Furthermore, the DEC 2 proposal claims an advantage over the current DEC: “Students will take fewer introductory courses, and will be introduced to higher-level courses in four areas...” Goldenberg questions whether this will be different than the current since the H I J K categories were designed to be upper division courses.

The DEC 2 would require ten “introductory” classes, followed by 4 “follow-up,” and presumably higher-level classes. Under DEC 1, many of the DEC categories are fulfilled by upper-division classes, particularly, H, I, J, and K. If DEC 2 requires ten lower-division courses, how would that affect students' ability to fulfill the required 39 upper-division credits?

Some members raised questions regarding whether the upper division writing requirement would be changed. Hammond indicated that it will remain largely the same, however, he encouraged departments to seek collaboration from the Program in Writing and Rhetoric.

Feldman expressed concern regarding the DEC 2 proposal in the context of the SUNY BOT resolutions on transfer mobility and General Education, in particular, the condensing of two SUNY GER categories (Western Civilization and Other Civilizations) into one DEC 2 category (Global Studies) and how that will be treated by the nascent SUNY “degree works” program.

II. Routine Administrative Matters

N/A

III. Curriculum Proposals

N/A
Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes
10th meeting, January 25, 2012 – approved February 1, 2012


I. Committee Business
1. Review minutes of December 7, 2011: Approved

II. Routine Administrative Matters
1. English
   Grade basis for EGL 494 changed to Student Option from S/U for Fall 2012 to remain consistent w/ 495 courses: Approved

2. English
   Add recitations to EGL 205 and EGL 224 for Fall 2012: Approved

3. Art History
   Remove recitations from ARH 101/102 for Fall 2012: Approved

4. Economics
   ECO 364 Thinking Strategically-change prerequisite from "ECO 303" to "C or higher in ECO 303" to remain consistent w/ other ECO courses: Approved.

5. Science Education
   SCI 451 prerequisite is still showing a prerequisite of the inactivated SSE 327/350, which is now PSY 327—replace: Approved

III. Curriculum Proposals
1. Cultural Analysis and Theory
   CLT 330-G Literary Genres
   The committee was pleased to approve CLT 330-G Literary Genres, and commends the department for a thorough proposal.
   The course replaces CLT 331-333 that covered specific genres, however, CLT 334 Other Literary Genres is still active. Is the intent to keep both the new CLT 330 Literary Genres and CLT 334 Other Literary Genres courses active at the same time?
   CCS 325-F Culture in Context
   The committee was pleased to approve CCS 325-F Culture in Context.
   CCS 326- B Social and Cultural Theory
   The committee was pleased to approve CCS 326 - B Social and Cultural Theory as a DEC G instead of DEC B, as there are no upper-level DEC B courses.

2. Asian and Asian American Studies
   Updates to the Asian and Asian major and minor
   The committee approved the proposed updates to the Asian and Asian major and minor, pending receipt of responses to the following questions:
   1. Is there still a focus on a specific region of Asia, as mentioned in the department information? If the answer is no, the reference should be removed from the department information.
   2. In proposed requirement E, upper-division writing, there is a reference to requirements B, D, or E.
3. The course AAS 212 is listed with two different titles, and it is unclear whether the number or title is the intended meaning. Please correct.
4. It seems as though students could avoid taking any Asian American courses, though the title of the major is ‘Asian and Asian American Studies.’
5. Please verify that the sum of the required credits in each area is 39, the minimum number of credits for the major. The committee arrived at a different number when reviewing and summing the individual requirements.
6. Does the department require students to take a proficiency exam before allowing students to substitute courses for the intermediate language requirement? It is unclear what the process is for students who wish to place out of the requirement.
7. The credits in the proposed minor appear to add up to 15, instead of the required minimum of 18. Please clarify.

Updates to the Korean Studies minor

The committee approved the proposed updates to the Korean Studies minor, pending receipt of responses to the following:

1. The committee suggests reordering requirements 2 and 3 such that the upper-division requirement is #3 instead of #2.
2. Requirement #3 states “…courses, which include but not limited to…” Please clarify the process by which students find other courses that would satisfy this requirement outside of the listed courses. This process must be explicitly stated in the Bulletin.

Updates to the China Studies minor

The committee was pleased to approve the proposed updates to the China Studies minor.