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.
II. 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.
Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes
4th meeting, September 28, 2011—approved October 5, 2011

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

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.

2. Undergraduate Biology
   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_univsponsored_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
A/S Curriculum Committee Minutes, September 28, 2011, p 2

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 Sciences 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.