

Tentative Agenda  
Arts & Sciences Senate Meeting  
September 24, 2001

- I. Approval of Agenda
  - II. Approval of the Minutes from meeting of April 16, 2001
  - III. Report of the Curriculum Committee (R. Cerrato)
  - IV. Experimental (Temporary) Course Proposal (K. Breidenbach and/or R. Cerrato)
  - V. Annual Report of the Academic Judiciary Committee (J. Shea)
  - VI. Teaching Evaluation Revisions (A. Tyree)
  - VII. Other Old Business
  - VIII. Other New Business
  - IX. Adjournment
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Arts and Sciences Senate  
Draft Minutes of the 4/16/01 Meeting

The Arts and Sciences Senate met on Monday 16 April 2001 at 3:30 PM in the SAC.

- I. The agenda was approved by voice vote.
- II. The minutes were approved after some clarifications of the discussion in Item IV.
- III. R. Cerrato presented the Curriculum Committee's Guidelines for Online Courses. The guidelines were presented in two forms: as Guidelines for Undergraduate Online Instruction Courses (GOC), and as Guidelines for Submission of Proposals for Online Courses (GSP). The ensuing discussion concerned
  - The definition of online courses. There was concern that that an online course must be more than merely readings on the web and testing. R. Cerrato assured the Senate that the committee had addressed this matter. All courses, including online courses, must be approved at the departmental level and by the Curriculum Committee, and any course undergoing a significant revision, including conversion to online format, must pass muster with the Curriculum Committee.
  - It was noted that there is a discrepancy between the two sets of Guidelines. The GOC states that a lecture style course "... might include an online recitation.", while the GSP states that a lecture style course "... must include provisions for significant student-student and student-teacher interaction.". The Senate recommends that the GOC be revised with the wording from the GSP.
  - The number of online courses that can be taken. Concern was expressed that USB not become a diploma mill, where students can get a degree without having to appear on campus.
  - Security issues. It was noted that the Guidelines are more concerned with security for small classes. R. Cerrato responded that this was because small classes offer more options for testing than do large classes.

The Senate approved the following resolution by unanimous vote:

The Arts and Sciences Senate applauds the efforts of the Curriculum Committee in taking the initiative to address the issues introduced with online courses, and in producing these Guidelines.



The Arts and Sciences Senate recommends that the Curriculum Committee revise their Guidelines in light of the discussions of the Senate, and present their revised Guidelines to the Curriculum Committees of the College of Engineering, The School for Professional Development, the Health Sciences Center, and the Graduate Council.

The Arts and Sciences Senate requests that the Undergraduate Council issue recommendations concerning the extent to which online courses should be permitted to satisfy University requirements.

IV. The President of the Senate reported that a complaint about governance in a particular department had been sent to her and to the Dean. This complaint requested an investigation by the Senate and by the Dean. After discussion, the Senate concluded that its role does not include investigating departmental governance. It was noted that the University Senate's Council on Faculty Rights and Responsibilities is the appropriate place to bring this item.

The Senate directed the President to inform the Dean and the complainant of the mandate of the Council on Faculty Rights and Responsibilities, a standing committee of the University Senate, with the suggestion that this matter be referred to said committee for review.

V. The President noted that there were only 3 responses to her request for nominations for the upcoming Senate elections. This lack of interest and participation by the faculty do not bode well for the health of faculty governance. F. Goldhaber suggested that the election materials (candidates pictures and position statements) be posted to the web, in order to better expose the candidates. N. Goodman demurred that the problem is not exposure, but a perception on the part of the faculty that the Senate is ineffective.

A number of suggestions were made:

- That tenured faculty be required to serve on Senate Committees.
- That departmental chairs be asked to pressure their faculty to serve on the Senate or their Committees.
- That the Dean and Provost, working through the department chairs, be enlisted to impress on the faculty the importance of faculty governance and university service.

The Executive Committee of the Senate will take up this matter.

VI. There was no other Old Business.

VII. There was no other New Business.

The Arts and Sciences Senate adjourned for the summer at 4:55 PM.

Submitted 17 April 2001

F.M. Walter

Secretary



## Experimental (Temporary) Course Proposal

(Revised 05/01)

Instructor: \_\_\_\_\_ Dept. \_\_\_\_\_ Date \_\_\_\_\_

Chairperson's Approval: \_\_\_\_\_ Undergrad. Director's Approval: \_\_\_\_\_

**INSTRUCTIONS:** Please attach a copy of a rough outline of a syllabus and list of possible readings to this form and be sure to answer all questions below. Submit the proposal with 9 copies to the Secretary of the Curriculum Committee.

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1. Designator: \_\_\_\_\_ Number: \_\_\_\_\_ Full Title: \_\_\_\_\_

20-character title: \_\_\_\_\_

Note: Course titles are restricted to 20 characters when printed in the Class Schedule and on students' transcripts. This should be considered when titling courses.

2. Course Description (Enter exactly as it is to appear in the online bulletin and the supplement.)

3. Pre- or Corequisite(s), if any: \_\_\_\_\_ Advisory Prerequisite(s), if any: \_\_\_\_\_

4. Credits: \_\_\_\_\_ 5. Estimated enrollment: \_\_\_\_\_ 6. Term(s) course will be offered: \_\_\_\_\_

7. How will contact hours be scheduled? Specify number of hours for each relevant meeting type.

Lecture \_\_\_\_\_ Recitation \_\_\_\_\_ Lab \_\_\_\_\_ Studio \_\_\_\_\_ Seminar \_\_\_\_\_ Other \_\_\_\_\_

*Note: One contact hour per week (55 minutes) is required for each hour of credit awarded.*

1 lecture hr = 1 contact hr

1 3-hr film/lab = 1 contact hr

1 seminar hr = 1 contact hr

1 2-hr studio period = 1 contact

1 recitation hr = 1 contact hr

2-hr film/lab = 1 contact hr hr *if significant outside prep required*

8. How will student performance be evaluated? Indicate anticipated number, type, and length of papers, examinations, lab reports, etc.

9. Will the course be accepted toward a major and/or minor. (Please detail if yes.)

**An experimental (temporary) course is approved for specific semesters only. The course will not be included in the Undergraduate Bulletin (but will be included in the online bulletin and the bulletin supplement). After an experimental course has been offered, instructors wishing to make the course a permanent part of the curriculum must submit to the committee a complete syllabus including readings and assignments, and should indicate who, other than the instructor, is able to teach the course (this requires approval of the alternate instructor's chairperson), whether the course is submitted for inclusion in the D.E.C. and whether the permanent course necessitates a change to major and/or minor requirements.**





*Undergraduate Curriculum Committee  
College of Arts and Sciences Faculty Senate*

To: Executive Committee, Arts and Sciences Senate  
From: Robert Cerrato, Chair, Undergraduate Curriculum Committee  
Re: 2000-2001 Annual Report  
Date: September 17 2001

The curriculum committee met 20 times during the 2000-2001 academic year. Committee members were: Robert Cerrato (marine sciences and chair of the committee), Ruth Cowan (history), Stephen Cole (sociology), Andreas Mayr (chemistry), Judith Lochhead (music), Sarah Sternglanz (women's studies), Arlene Feldman (Transfer Office), Elaine Kaplan (College of Arts and Sciences, ex officio member), and Kathleen Breidenbach (College of Arts and Sciences, ex officio secretary).

Routine matters are handled by the secretary and announced to the committee at each meeting. There were a number of routine matters chiefly involving changes of course titles, descriptions, or prerequisites to bring them in line with current teaching and requirements.

#### **Significant Curricular Initiatives**

##### *English major*

The committee approved several changes to the basic curriculum resulting from the creation of additional topics courses to allow greater flexibility in scheduling and to accommodate developments in the field of cultural studies.

##### *Economics*

The committee regrettably approved the suspension of ECO 107 and ECO 109 and the re-introduction of ECO 101 (now numbered ECO 108) Introduction to Economic Analysis to meet extraordinary unmet demand in the introductory economics courses and to relieve the bottleneck for upper-division economics courses. The committee hopes that the department will have the resources in the near future to be able to return to teaching the two introductory courses.

##### *Theatre Arts*

The committee approved a number of new courses and significant changes to the theatre arts curriculum to change the major from a program in which students graduate with a particular specialty to a program producing generalists, graduates who will be equipped for various opportunities in theatre. In addition, the new curriculum addresses the emergence of electronic media and the expectation that practitioners will be involved in all aspects of production.

##### *New Federated Learning Communities (FLC) Minor in Global Studies for 2001-2002 and 2002-2003*

The committee approved an FLC minor in Global Studies which was modeled on the very successful Issues





in Health and Society offered over the previous two years. The director of the program conducts the program seminars but does not play the intensive role that previous Master Learners have played. In addition, several more courses are federated than was the case previously and students have greater variety of choice in courses toward the minor. In this particular case, the growing strength among the faculty in global studies allows—and in fact encourages—this increased flexibility. Because of the difficulty some students have in completing the intensive FLC minor in one year, the new director, Hermann Kurthen, had requested that students be allowed two years to complete the minor.

#### *Issues in Health and Society FLC*

The committee approved a request by the director of the current FLC minor in Issues in Health and Society to allow students an additional year to complete the requirements for the minor. This was seen as consistent with the approach taken in the new FLC approved for 2001-2002 and 2002-2003.

#### *Jazz Studies Minor*

Because of a new instructor in jazz and the growing popularity of jazz courses, the music department proposed and the committee approved a new minor in jazz studies.

#### *TESOL Education Courses*

The committee approved a number of changes and additions to the TESOL curriculum that were proposed to address changes in theory and practice of education.

#### *Latin American and Caribbean Studies Minor*

The new director of the Latin American and Caribbean Studies minor proposed several revisions to the minor that would encourage more independent work and mandate an internship for students completing the minor. The committee approved the requests.

#### *Statement of Inter-Unit Cooperation*

The committee was asked by the dean of Arts and Sciences to comment on a proposal from the Undergraduate Council and CAPRA regarding establishment of processes for ensuring communication between units (colleges or schools) proposing curriculum that might impact another unit and the affected unit. The impetus for the proposal was primarily in the case of units that might require students to take coursework offered by another unit. In the event a new program attracted a number of new students to the university, the requirement could significantly impact the other unit. There was also some concern simply to encourage communication among units that too often view themselves as operating independently of each other. The committee, which had drafted with the CEAS curriculum and teaching policy committee, a proposal for inter-college cooperation the year before, saw no harm in extending this cooperation beyond the two west campus colleges.

#### *POL 220 State and Local Government—online course*

The committee approved the one-time offering of a new course proposed to be offered online through the SUNY Learning Network. Committee members, who had spent quite a lot of time considering issues of distance learning, were less troubled by the proposal to offer an online course than that the proposed course would be taught by an adjunct. Members believed that if the course were important to the curriculum, the department should be prepared to teach the course. In addition, there was some concern that this course was identical to one taught by the same instructor through Suffolk Community College and also offered online under SCC's auspices. The committee requested a report from the instructor following the offering of the course on student performance and also asked for the instructor's observations.

#### **General Education**

The committee drafted a letter protesting the proposal from SUNY central that the Provost's Advisory



Group on General Education review all new courses proposed for inclusion in a campus's general education program. The objections included the significant time delay that would result from such an approval process; that this was the purview of local curriculum committees; that it was an inappropriate intrusion into local authority to design courses and determine what courses were appropriate to which general education categories, especially since Stony Brook's own general education curriculum is considered by all who have examined it to be more demanding than the SUNY general education requirements. The letter was never submitted to the Senate because a University Senate letter of protest superceded it.

### Committee Initiatives

#### *Online Instruction*

Concluding a two-year project which included significant consultation with people on campus who have the greatest experience with online instruction, the committee developed a set of guidelines for online courses. In order to make informed recommendations, the committee, during the previous year, had met with Doc Watson, School of Nursing; David Pomeranz, associate provost and chair of Provost's Task Force on Distance Learning; Patricia Baker, School for Professional Development, director of Distance Education program; Joseph Brannin, dean of the libraries; Nancy Duffrin, director of instructional computing; and David Ferguson, CELT.

During the course of their investigations, they learned that there are several types of distance learning:

- asynchronous seminar type—small courses with lots of written interaction between students and instructor.
- asynchronous “large lecture” where great numbers of students enroll with little or no instructor contact. “Lectures” are essentially “canned” and students learn on their own through reading the material.
- synchronous instruction—conducted either via the Web or video, which largely replicates in-person instruction and could be either “large lecture” with little or no interaction or small seminar with considerable amount of interaction.
- combinations of these and combinations with live instruction.

As a result, committee members elected to restrict themselves to those courses whose sole mode of instruction is via the Web; they did not address courses using the Web as a supplement to in-person instruction, nor did they address what they defined as computer-assisted instruction, in which computer programs are designed to help students learn. The guidelines were submitted to and approved by the Arts and Sciences Senate. They have since been slightly revised to incorporate some suggestions from the CEAS CTPC. Members believe there should always be an interactive and active component—that learning should never be entirely passive. This belief is reflected in the guidelines developed.

In addition the committee made note of two issues that were not strictly curricular and therefore beyond the committee's purview:

- Distance learning does not save an institution money. In fact, distance learning requires an investment of funds to develop the infrastructure and to provide faculty with the support needed to make the transition to new modes of instruction. Money might be generated if the distance courses or programs attract students who would not otherwise attend Stony Brook.
- Instructors need development incentives and technical support to be able to develop courses for delivery in the new environment.

#### *Experimental (Temporary) Course Proposals*

The committee was happy to act upon a request from members of the Council of Distinguished Teaching Professors to create a streamlined approval process in order to encourage experimentation in curriculum.



development. These members felt that a protracted approval process often discouraged faculty from trying new things. While curriculum committee members noted that the committee is now extremely efficient and supportive of innovation, they agreed that a streamlined process for experimentation would be beneficial. Courses will be approved for a specific period of time; if the course proves successful, the instructor will re-submit the proposal through the regular process.

