

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.
- 4 Review of 2010-2011 Annual Report: postponed. Members please review for next week's meeting.
- 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.

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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.

4 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.

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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_univspnsored_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/records_registration/final_examinations.php
http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/equivoportunity_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 Sciences Senate
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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
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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>

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.

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
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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, CLL 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 Hemmich report, and since it seems that the new general education committee is not basing recommendations on the Hemmich 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.

3 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
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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..."

Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12

Minutes

9th meeting, December 7, 2011– approved 1/25/2012

Present: R. Calvin (chair), K. Gillespie, B. Squire, D. Lonsdale, R. Goldenberg, M. Levine, R. Kamoua, A. Feldman, D. Bello

Guests: Charlie Robbins, Vice Provost for Undergraduate Education and Dean of the Undergraduate Colleges, and Gene Hammond, Chair of the DEC 2 committee and Director of the Program in Writing and Rhetoric.

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

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

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.

- These requirements are no longer correct after the proposed updates; please submit updated text.
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.

Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes

11th meeting, February 1, 2012— approved February 8, 2012

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

I. Committee Business

- 1 Review minutes of January 25, 2012: Approved

II. Routine Administrative Matters

- 1 Asian and Asian American Studies
Responses to AAAS proposal questions: Changes to AAAS major and minor, China Studies minor, and Korea Studies minor approved on the basis of departmental responses.
- 2 Environmental Humanities
EHM 118-E Introduction to the Natural History of Long Island--remove lab and make lecture only. Total contact time would remain consistent with the number of credits: Approved
- 3 Environmental Studies
Add ENV 301 Sustainability of the Long Island Pine Barrens as a crosslist for BIO/ECO/GEO /ESG 301: Approved
- 4 History
Add recitations to HIS 261 Change and Reform in the United States, 1877-1919 for Fall 2012: Approved.
- 5 Physics
PHY 131 prereq change for Fall 2012 to: Prerequisite: **MAT 123 or level 4** on the mathematics placement examination
Pre- or Co- requisite: **MAT 125** or MAT 131 or MAT 141 or AMS 151: Approved
The committee also recommended updating the prerequisite for PHY 125 for consistency.
Prerequisite: **MAT 123** or level 4 on the mathematics placement examination
- 6 Art
Remove ARS 420 Studio Art Senior Seminar from ARS major requirements; replace with upper-division ARS elective; inactivate ARS 420: Approved
- 7 Sustainability Block Curriculum
Add SBC 117 -D: Design Drawing to the prerequisites for SBC 354: Drawing for Design—CAD: Approved

III. Curriculum Proposals

- 1 Geosciences
GEO 313 Understanding Water Resources for the 21st Century
The committee is pleased to approve the update to the course description for GEO 313.
- 2 School of Marine and Atmospheric Sciences
The committee is pleased to approve the proposed MAR 376 Biology and Conservation of Sea Turtles and MAR 377 Biology and Conservation of Seabirds to replace MAR 371 The Biology and Conservation of Marine Birds and Sea Turtles (MAR 371 will be inactivated).

3 History

HIS 385-J Aztec Civilization

The committee is pleased to approve the proposed HIS 385-J Aztec Civilization, pending receipt of responses to the following:

1. The syllabus shows that 15% of the course grade is comprised of quizzes, while the proposal and written part of the syllabus indicate 20%. Please clarify.
2. Note that the provostial critical management statement must be included on the syllabus.
3. The committee noted that not allowing students to make up two of the unannounced quizzes seems harsh, and recommends adding "unexcused absences," as the faculty member is required to allow a makeup for an excused absence.

HIS/EHM 386-J The Maya

The committee is pleased to approve the proposed HIS/EHM 386-J The Maya, pending receipt of responses to the following:

1. The committee is concerned that the volume of assigned texts will be cost prohibitive for students, resulting in either choosing not to enroll in the course, or enrolling but not purchasing all of the texts. The committee is curious how the readings (books and otherwise) will be made available to students.
2. Note that the provostial critical management statement must be included on the syllabus.

4 Economics

The committee is pleased to approve the proposal for ECO topics courses (351, 352, 353, 354, 356, 357) prerequisite change to "C or higher in ECO303" to remain consistent with other upper-level ECO courses; however, the committee finds that the number of topics courses with the same title could be confusing to students, and recommends either distinguishing each topic title to be slightly more specific or reducing the number of topics courses to one topics course per course title. The PeopleSoft system allows for multiple topics of the same course to be offered within the same semester.

5 Art History

The committee is pleased to approve the proposed course title changes and description updates for ARH 315-G and ARH 316-I. Note that the revised description for ARH 315 expands beyond Europe to Mexico and Peru; therefore, the committee approves the course as a DEC G (Humanities) instead of how it was offered previously (DEC I-European Traditions).

6 Linguistics

LIN 380 Anatomy and Physiology of Speech and Hearing
LIN 381 Language and Speech Disorders
LIN 382 Audiology

The committee is pleased to approve the proposed LIN 380, 381, and 382, pending hiring of appropriate adjunct faculty and review of a more detailed syllabus, based on new faculty input. The committee wondered whether the courses are intended to be sequential, and noted that in order to create a concentration in speech sciences, the department will need to submit proposals for a general concentration (see Biology for an example) and a speech sciences (or similar) concentration.

7 Anthropology

The committee is pleased to approve the proposed prerequisite updates submitted for ANT and ANP courses.

Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes

12th meeting, February 8, 2012– approved February 15, 2012

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

I. Committee Business

- 1 Review minutes of February 1, 2012: Approved

II. Routine Administrative Matters

- 1 Art
Reactivate ARH 330-G Public Art and Urban Design in New York City: Approved
- 2 History
HIS responses to HIS 385/386 proposal questions: Approved

III. Curriculum Proposals

- 1 Anthropology

ANP 405 Human Evolution in the Headlines

The committee is pleased to approve the proposed ANP 405 Human Evolution in the Headlines, pending receipt of responses to the following:

1. For the purpose of clarity for students, please be more specific about grading percentages, particularly the 30% participation, homework, and quizzes. Note that participation should not account for more than 20% of the final grade.
2. May students take ANP 405 for credit if they have completed ANP 403 with the given topic? If not, that should be noted in the course description.
3. Though not mentioned in the proposal, should the course be added to part IV of the major requirements? Under which major subfield does the course fit?
4. How do students acquire the required essays? This should be clarified in the syllabus.
5. The course description notes that the class will be “watching popular accounts of discoveries...,” though there is no mention of videos or movies in the syllabus and proposal.
6. The committee notes that there are no make ups for quizzes, while exams may be made up. Please clarify, and note that instructors are required to allow make ups for excused absences (medical, religious, athletic team, etc.). See http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/equivopportunity_religiousabsences.php and http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/participation_univponsored_activities.php

- 2 Undergraduate Biology

Online proposal for BIO 202-E Fundamentals of Biology: Molecular and Cellular Biology

The committee is pleased to approve the proposed BIO 202-E Fundamentals of Biology: Molecular and Cellular Biology, pending receipt of responses to the following:

1. The proposal states that the “cumulative final (fourth exam) is concurrent with the 3rd exam.” What does this mean?
2. The committee wonders if the mention of the BIO 201/202/203 “series of courses” would inaccurately indicate to students that these courses must be taken in a sequence. Would a “set of courses” be more accurate?
3. Note that in the event that the online version of the course is offered during fall/spring semesters, final exams cannot be administered during the final week of classes.
4. Consider speaking to Patricia Aceves, Director of the Faculty Center, about offering the proctored exams at other SUNY/CUNY locations, to appeal to a wider range of students who are geographically unable to travel to Stony Brook for the in-person exams.

- 3 Sustainability Studies

Minor in Environmental Humanities

The committee is pleased to approve the proposed minor in Environmental Humanities, along with the changes requested for EHM 201 and EHM 320. Please note the following:

1. The indication of “no excused absences” statement in EHM 201 might be inconsistent with university policy. See http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/equivopportunity_religiousabsences.php and http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/participation_univspensed_activities.php
2. The credit change for EHM 201 will impact the number of credits required for the major.
3. For EHM 201 and 320, syllabi must include a breakdown of how students will be graded, along with the required provostial statements. <http://www.stonybrook.edu/commcms/provost/policies/Syllabus%20Statement.doc>

4 Linguistics

The committee is pleased to approve the proposed credit changes for LIN 300, 301, and 431, along with the proposed prerequisite changes and update to the credits required for the major.

The committee questioned whether there are enough qualified TAs to support this increase of credits for each course within the existing department or college TA allocation.

5 Linguistics

ARB 101-Skill 3 Intensive Elementary Arabic

The committee is pleased to approve the proposed ARB 101-Skill 3 Intensive Elementary Arabic, pending receipt of responses to the following:

1. What is meant by the “hybrid” course notation in the proposal?
2. Note that the dates are outside of the current extended summer session. Please talk to Diane Bello about scheduling.
3. The grading percentages add up to 95%, not 100%.
4. Will Stony Brook students also be able to enroll in the course, though it is intended for a high school audience? If so, what is the priority? Will seats be reserved for high school students during Stony Brook advance registration?
5. ABC/U grading is not the usual grade basis for language courses. Generally, courses are Student Option, so that students who do not need the DEC requirement may take the course Pass/Fail. Note that the grading breakdown on the syllabus is missing ‘D.’

6 Hispanic Languages

POR 111 Elementary Portuguese I

POR 112-Skill 3 Elementary Portuguese II

The committee is pleased to approve the proposed POR 111/POR 112, pending receipt of responses to the following:

1. ABC/U grading is not the usual grade basis for language courses. Generally, courses are Student Option, so that students who do not need the DEC requirement may take the course Pass/Fail. Note that the grading breakdown on both syllabi are missing ‘D.’
2. How will instructors be supervised?
3. Grading breakdown for both courses adds up to 95%, not 100%.
4. In the ‘exams and quizzes’ section of the syllabi, what is meant by “cumulative since language is a global experience...” The committee recommends removing “is a global experience” as the phrase is unclear.

Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes

13th meeting, February 15, 2012– Approved February 22, 2012

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

I. Committee Business

- 1 Review minutes of February 8, 2012: Approved

II. Routine Administrative Matters

- 1 Political Science
Reactivate POL 351 Social Surveys in Contemporary Society: Approved
- 2 European Languages
Reactivate HUI 392-F Italian-American Studies in the Social and Behavioral Sciences: Approved
- 3 Anthropology
Response to ANP 405 Human Evolution in the Headlines committee questions: ANP 405 approved
- 4 Sustainability program
Responses to EHM (Environmental Humanities) course questions: Approved
- 5 Undergraduate Biology
Responses to online proposal for BIO 202-E Fundamentals of Biology: Molecular and Cellular Biology: BIO 202 online approved. There is some concern that giving two exams in one period could reduce the total amount of time allotted per exam. Final exams should last 2.5 hours. Is this the approach in the fall/spring as well?

III. Curriculum Proposals

- 1 Anthropology
ANP 406 Pseudoscience and Anthropology
The committee is pleased to approve the proposed ANP 406 Pseudoscience and Anthropology, pending receipt of response to the following:
 1. Please include a percentage breakdown of grading on the course syllabus.
 2. The proposal lists the prerequisite “ANT 104, ANP 120, and either ANP 200 or ANP 220.” Note that there is no active course numbered ANP 200.
ANT 305 Culture and Language of Madagascar
The committee is pleased to approve the proposed ANP 305 Culture and Language of Madagascar, pending receipt of response to the following:
 1. The course description should state that the course takes place in Madagascar, and should specify the abbreviation RNP. (Ranomafana National Park)
 2. Note that the course descriptions on the proposal and syllabus do not match.
ANP 307 Comparing Ecosystems in Madagascar
The committee is pleased to approve the proposed ANP 307 Comparing Ecosystems in Madagascar, pending receipt of response to the following:

1. The prerequisites on the syllabus do not match those listed on the proposal. Please clarify
2. Please indicate how the total class time for each of these courses was determined.
3. The final grade is determined by participation (50%) and an exam (50%). Please clarify the type and frequency of feedback to students throughout the semester to indicate how they are progressing in the course.
4. Note that the syllabus lists the course number as ANP 391.
5. Please add the required provostial statements to the syllabus (see <http://www.stonybrook.edu/commcms/provost/policies/Syllabus%20Statement.doc>)

ANP 326 Lemurs of Madagascar

The committee is pleased to approve the proposed ANP 326 Lemurs of Madagascar.

General comments regarding ANP 307, ANP 326, ANT 305

1. It is apparent that courses ANP 307, ANP 326, ANT 305 are a programmed set of study abroad courses in Madagascar, which is a very exciting opportunity for Stony Brook students. Please provide a comprehensive schedule for the offering of these courses and how the contact time for each course was calculated.
2. For clarity to students, please indicate in the course description that the courses are part of a study abroad program and meet in Madagascar.
3. A large portion of the final grade for these courses includes participation and exam. Please clarify the type and frequency of feedback to students throughout the semester to indicate how they are progressing in the course.

2 Undergraduate Biology

Online proposal for BIO 201-E Fundamentals of Biology: Organisms to Ecosystems

The committee is pleased to approve the proposed online offering of BIO 201-E Fundamentals of Biology: Organisms to Ecosystems.

BIO 114-E Dinosaur Paleontology

The committee is pleased to approve the proposed BIO 114-E Dinosaur Paleontology, but questions whether the course is intended for summer offering only, or whether it will also be offered during other semesters as well.

BIO 211-C Statistics and Data Analysis: A Conceptual Approach (proposed as BIO 2xx; note recommended number)

The committee is pleased to approve the proposed BIO 211-C Statistics and Data Analysis: A Conceptual Approach, pending receipt of response to the following:

1. AMS 102, POL 201, PSY 201, SOC 202 are the only “intro to statistics” courses considered to be mutually exclusive at this point. Committee staff will confirm with the AMS department that AMS 102 and 110 are not equivalent (and therefore both should not be listed on the course description as being mutually exclusive).
2. Does the approval of this course change the requirement B.6. for the Biology major ? (required for the major: [AMS 110](#) Probability and Statistics in Life Sciences or [AMS 310](#) Survey of Probability and Statistics)
3. Note that “D-” (listed on syllabus) is not a valid university grade.

BIO 321 Introduction to Ecological Genetics and Genomics

The committee is pleased to approve the proposed BIO 321 Introduction to Ecological Genetics and Genomics, pending receipt of response to the following:

1. How does this course fit into the major requirements for Biology or other majors?
2. Note that the missed exam policy must be consistent with university policy. Instructors are required to allow make ups for excused absences (medical, religious, athletic team, etc.). See http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/equivoportunity_religiousabsences.php and http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/participation_univsponsor-ed_activities.php

3 Journalism

The committee is pleased to approve the proposed updates to the descriptions for JRN 211 and 361; however, the committee questioned how the contact/credit is distributed between 210 and 211, and how the grade in 211 impacts the grade of 210.

4 Music

The committee is pleased to approve the proposed updates to MUS course descriptions and prerequisites. However, since the

courses for which prerequisite changes were proposed all require an audition (and therefore enrollment is by permission only), the approved changes will only be informational in the undergraduate Bulletin.

5 Writing and Rhetoric

The committee is pleased to approve the proposed WRT 304 Writing for your Profession, pending receipt of response to the following:

1. Instructors are required to allow make ups for excused absences (medical, religious, athletic team, etc.). See http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/equivopportunity_religiousabsences.php and http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/participation_universpnsored_activities.php
2. Is this a topics course? If so, how will topics be determined?
3. Note that the grading in the syllabus does not match the grading on the course proposal form.

The committee is pleased to approve the proposed WRT 305 Writing for the Health Professions, pending receipt of response to the following:

1. Are WRT 304 and 305 mutually exclusive? The committee assumes not, since it is to students' advantage to practice writing as much as possible. However, is there any chance of a student submitting one paper for two courses?
2. Note that the final grade rubric/breakdown is missing from the course syllabus.

Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes

14th meeting, February 29, 2012– approved March 7, 2012

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

I. Committee Business

- 1 The committee discussed several pending administrative and academic issues, discussions to be continued at later meetings.

II. Routine Administrative Matters

- 1 Anthropology
Response to ANT/ANP proposal questions: Approved
- 2 Journalism
Response to JRN proposal questions: Approved
- 3 Sustainability Programs
GSS 488 Geospatial Science Internship, GSS 487 Geospatial Science Research, GSS 209 GIS and Cartography, GSS 323 GIS Database and Design, and GSS 326 GIS Project Management: Approved (GSS 209, 323, and 326 proposed and pending approval in 2010)

III. Curriculum Proposals

- 1 Theatre Arts

The committee is pleased to approve the proposed THR 215 Introduction to Design, along with the proposal to combine THR 115: Stagecraft I and THR 116: Stagecraft II into a single course, THR 115: Stagecraft.

The committee approves the proposed updates to the major and minor requirements, with the following recommendation:

While the committee agrees with the changes from an academic point of view, we recommend the department work with the departments of Music and Art to reserve enough seats per semester in the required MUS and ARS/ARH courses to guarantee availability for students in the THR major. (Current graduation rates in THR indicate 10-15 graduates per year).

Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes

15th meeting, March 7, 2012– approved March 14, 2012

Present: R. Calvin (chair), K. Gillespie, B. Squire, D. Lonsdale, A. Moyer, R. Goldenberg, D. Bello, A. Feldman

I. Committee Business

- 1 The committee discussed several pending administrative and academic issues; discussions to be continued at later meetings.
- 2 Review minutes of February 29, 2012: Approved

II. Routine Administrative Matters

- 1 WRT
Response to WRT proposal questions: Approved

III. Curriculum Proposals

- 1 Joint proposal from Ecology and Evolution/Anthropology
Major in Human Evolutionary Biology

The committee began discussion of the proposed inter-departmental major in Human Evolutionary Biology, and requests responses to the following questions and comments before further consideration:

1. Given that new hires are required for this new major, please ask Dean Squires to provide a short statement supporting the major and the increase in department resources.
2. The committee was concerned whether the new major will impact demand for various courses that already have high demand. For example, several BIO courses and in particular ANP 300. Are there plans to increase capacity for ANP 300?
3. The committee noticed several discrepancies in dates in the proposal. For example, the time table.
4. On page 5 of the proposal, ANP 330 is listed as a major requirement. ANP 330 was made inactive, effective 5/25/12 due to lack of offering. Will this course be reactivated?
5. The major seems to have hidden credits in the form of prerequisites for required courses. The committee recommends adding a note, “These courses may require additional prerequisites,” or recommends including the additional credits in the total number of credits required for the major.
6. The committee asks for clarification on the requirements for specializations, which is defined differently in different sections of the proposal documents. It appears that students also have the option of pursuing a “general” specialization made up of credits from each of the areas of specialization. If that is the case, the major should specify that explicitly as a “general” area of specialization.
7. If some of the faculty searches have culminated in new faculty, it might strengthen the proposal to include those details.
8. Note on page 16 that ANP 220 is a DEC H, and not a DEC B as listed.
9. There is some redundancy and inconsistency in the proposal, possibly due to the fact that the committee reviewed two versions of the proposal as submitted. For the purposes of this committee, it would be useful to see one final, up to date version of the proposal.

**Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12**

Minutes

16th meeting, March 14, 2012– approved March 28, 2012

Present: R. Calvin (chair), K. Gillespie, B. Squire, A. Moyer, A. Feldman, R. Kamo, M. Levine

I. Committee Business

- 1 The committee discussed several pending administrative and academic issues including revision of the course proposal form; discussions to be continued at later meetings.
- 2 Review minutes of March 7, 2012: Approved

II. Routine Administrative Matters

- 1 Anthropology
Response to Human Evolution Biology major proposal questions: Discussed; the committee expects a revised proposal by the end of the week, to be discussed at next week's meeting.

III. Curriculum Proposals

- 1 Tabled until next week's meeting.

Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes

17th meeting, March 28, 2012– approved April 18, 2012

Present: R. Calvin (chair), K. Gillespie, A. Moyer, M. Levine, D. Bello, R. Goldenberg, D. Lonsdale

I. Committee Business

- 1 Review minutes of March 14, 2012: Approved

II. Routine Administrative Matters

- 1 None

III. Curriculum Proposals

- 1 Departments of Anthropology and Ecology and Evolution

Human Evolutionary Biology major proposal

The committee was pleased to approve the new major, with a few very small comments and corrections to consider as the proposal moves to the next step in the proposal process. The next step in the proposal process is for the A/S Senate to endorse the curriculum committee's approval.

- in the sample bulletin entry, #b7, the committee recommends the following language for clarity
 - 7. MAT 125-C Calculus A (if CHE 129, CHE 130, and MAT 123 are taken, MAT 125-C can be substituted with AMS 151)
- On page 2 of the proposal “summary and update,” the committee recommends using the word “primary” instead of “major” in several places. For example, “Additional Resources Needed to Implement the Major: The ~~major~~ primary requirement for implementing...”

EBH 401 Seminar in Evolutionary Biology of Humans

- typo: “student let seminars” should be “student led seminars”
- question 8 of the proposal: please check course contact hours. Usually, courses are scheduled as either a lecture or a seminar, not as both.

EBH 495 Senior Honors Project in Human Evolutionary Biology I

- if 495-496 is a yearlong course, the grade received for the first course should be “R”
- typo: in question #17: should be “Human” (remove ‘s’)

EBH 496 Senior Honors Project in Human Evolutionary Biology II

- The committee was concerned that the language restricting cell phones could be more lenient. Perhaps indicate “exceptions in writing from the instructor” or something similar.

Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes

18th meeting, April 18, 2012 – DRAFT

Present: R. Calvin (chair), K. Gillespie, A. Moyer, M. Levine, L. Volpe (for D. Bello), R. Goldenberg, E. Chang

I. Committee Business

- 1 Review minutes of March 28, 2012: Approved

II. Routine Administrative Matters

- 1 None

III. Curriculum Proposals

- 1 Army Reserve Officer Training Corps (ROTC) proposal

The President of the Arts and Sciences Senate asked the Curriculum Committee (CC) to review a proposal for a Stony Brook Army Reserve Officer Training Corps (ROTC).

The proposal as submitted does not propose a new academic major or minor, and the committee likens the potential ROTC program to the Honors college. That is, the students complete a prescribed set of courses with a cohort of students, but the program does not constitute a major or minor. The committee limited its discussion to the curricular concerns. The question of whether an ROTC should exist at Stony Brook is for a larger discussion on campus. However, the committee understands the benefits to having such a program in that it would attract additional scholarships for students and allow additional flexibility for receiving funded grants from the Department of Defense.

The committee wishes to note that the registrar's office representative and the transfer office representative to the CC have expressed a desire to discuss the ROTC proposal; however, each of these members were not able to attend the committee meeting due to previous obligations. Although details are not part of this discussion summary, there is some concern that there are significant issues related to transfer credit and logistics related to student records and registration.

Curricular Concerns:

- It is unclear why this program would operate out of the College of Arts and Sciences. Please clarify.
- If the courses are designed and taught by military personnel, what control does the Stony Brook faculty have over the curriculum?
- Would the ROTC program operate like the honor's college (the students complete a prescribed set of courses with a cohort of students, but the program does not constitute a major or minor)?
- The committee asserts: students would need to complete the published requirements for a major as well as the ROTC requirements.
- Will non-ROTC Stony Brook students be allowed to take ROTC courses?
- Do the ROTC credits count towards the 120 credits to graduate?
- Do the ROTC requirements replace other graduation requirements (electives, DEC, upper division), or are they supplemental?
- In order for any of the ROTC courses to satisfy DEC or upper division requirements, the CC would need to review each course individually, and the credit for each course would need to be awarded directly by SB (not Hofstra).
- Does completing the 17 credits for the ROTC program exclude completing any of the existing major programs? Will some major programs be more attractive than others to the ROTC students?
- Who decides whether an ROTC course would satisfy requirements for a given major? E.g., Leadership and Ethics – would ROTC administrators and students expect that this course count toward the PHI major?
- What are the course numbers of the Hofstra courses?
- How strong is the requirement that we accept the transfer credit? What does “(accordingly)” mean?
- Where is Lt. Col. David Daniel tenured as a professor of Military Science?
- How urgent is this proposal? The CC has one more scheduled meeting (May 2) before the summer hiatus.

Arts and Sciences Senate
Undergraduate Curriculum Committee
Academic Year 2011-12
Minutes

19th meeting, May 2, 2012 – DRAFT

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

I. Committee Business

- 1 Review minutes of April 18, 2012: Approved

II. Routine Administrative Matters

- 1 None

III. Curriculum Proposals

- 1 Army Reserve Officer Training Corps (ROTC) proposal

The committee discussed informally the ROTC program. The ROTC proposal will be discussed by the CAS Senate EC on 5/3/12 and by the University Senate on 5/7/12. If the ROTC program is established, then the CC will determine how best to oversee the curriculum.

- 2 General Education revision

The committee discussed informally the progress and status of the Gen Ed proposal. The quickest, simplest most expedient approach to forming a certification committee would be to use the existing committee structure, possibly augmented for the initial implementation process and/or to represent all college units on campus. The committee recommends therefore that, rather than creating a new certification committee, the curriculum committee continue as the certification committee, based on the following concerns as recorded in the Sept 29, 2010 minutes of the curriculum committee, quoted here.

“...the CC is concerned that:

(a) a new committee would create an additional level of bureaucracy for departments. Given its current role vis-à-vis Gen Ed at SB, the CC neither wants to be excluded from the review process, nor does it want to participate in an overly bureaucratic process by which courses would be vetted by multiple committees.

(b) whereas [most] Gen Ed courses are and likely will be in the purview of the A/S CC, and whereas the CC currently has representation from all academic units except HSC and BUS, and whereas other colleges that have their curricular issues reviewed by the CAS Curriculum Committee have not voiced objections to the current process, it would make sense to augment the current CC with representation from these units rather than create a new committee.”

- 3 Living Learning Centers

Proposal to inactivate four LLC minor programs
Interdisciplinary Arts
Human Sexual and Gender Development
Technical Leadership
Science and Engineering

The committee approved immediate removal of the minors from the Fall 2012 bulletin and other university publications. The committee asked Diane to confirm that no students are enrolled in the minors. If students are enrolled, these students should be contacted and be afforded the opportunity to complete the minor or given appropriate alternatives to pursue similar existing programs at Stony Brook.