

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

1<sup>st</sup> meeting, September 8, 2010 – approved Sept 15, 2010

Present: Kane, Darcy, Ridha, Beth, Martin, Ritch, Bob, Leslie, Edmund, Nicole

**I. Committee Business**

- 1 Review minutes of May 17: Postponed
- 2 Members unanimously elected Edmund Chang as Chair for the 2010-2011 academic year. Note that this will be his final year as Chair, since Senate bylaws state that members may not serve more than three consecutive years as Chair. Congratulations, Edmund!
- 3 Review of course proposal form: Postponed
- 4 The committee needs student representatives. Edmund will ask the Senate for recommendations.
- 5 The committee began discussion of the General Education review, and how it will affect committee decisions and approvals. The committee will ask the Chair of the review committee (Tom) to visit a meeting and discuss the possible general education changes.
- 6 According to the Senate Constitution, Curricular areas represented by two members on the Curriculum Committee may not have both terms expiring the same year. Therefore, members from Natural Sciences and Fine Arts/Humanities with the most votes will serve three year terms, and the other members will serve two year terms. Ritch and Darcy will serve 3-year terms (expiring 9/13), and Edmund and Martin will serve 2-year terms (expiring 9/12).

**II. Routine Administrative Matters**

- 1 Add recitations for HIS 261 and MAT 308. Overall contact remains unchanged

**III. Curriculum Proposals**

- 1 Creative Writing minor proposal  
The committee began discussion of the proposed minor in Creative Writing at the Southampton campus. Before further discussion, the committee will find out whether the MFA program in Creative Writing reports to CAS, or directly to the Provost.

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

2<sup>nd</sup> meeting, September 15, 2010 – Approved September 29, 2010

Present: Kane, Darcy, Beth, Martin, Ritch, Bob, Edmund, Arlene

**I. Committee Business**

- 1 Review minutes of May 17: Approved
- 2 Review minutes of Sept. 8: Approved
- 3 Review of course proposal form: KG is working with DoIT to implement an online proposal form

**II. Routine Administrative Matters**

- 1 Invite Gene Hammond to speak to the committee about his vision for integrating writing courses into the overall curriculum.
- 2 Tom Hemmick will attend 9/22 for a portion of the meeting to discuss Gen Ed
- 3 Delete recitations for HIS 261. Overall contact remains unchanged.

**III. Curriculum Proposals**

- 1 Linguistics

LIN 300 Writing in Linguistics

The proposal to change grade basis from S/U to letter is approved.

LIN 320 English Grammar

The committee is pleased to approve LIN 320, pending receipt of the following:

1. A memo from Gene Hammond, Director of the Writing Program, stating that there is no significant overlap with WRT courses (the Committee will request this memo).
2. An updated syllabus with a weekly schedule, grading breakdown for the course in percentages, and updated prerequisites to match the prerequisites on the course proposal.

- 2 Music Updates to Music and Jazz minors

The committee is pleased to approve the updated to the Music and Jazz general minors, conditional upon clarification of a few items. The Theory tracks of both the Music and Jazz minor appear to have “hidden” requirements based on prerequisites which increase the required credits for the minor to greater than 24 (the highest credit amount for minors).

The Jazz theory track requires MUS 308. The following circumstances are believed to result in “hidden” requirements. Please comment.

- MUS 130 was dropped from the requirements. However, MUS 308 requires a prerequisite of MUS 101 or 109 or 119 or 130, none of which are stated as required courses for the minor. Therefore, students must take one of them for the minor by virtue of prerequisites, thereby increasing the de facto credit requirement for the minor.
- MUS 121 is required for both the Music and Jazz theory tracks, and MUS 121 requires a mandatory co-requisite of MUS 122.

- MUS 220 requires a co-requisite of MUS 141, which is also not a requirement for the minors.

3 Writing proposal to discontinue WRT 100 and 103

The committee is pleased to approve the proposal to discontinue WRT 100 and 103, effective Spring 2011. The committee recommends that the change be reflected in the Spring 2011 Bulletin. For DEC requirements, students should be directed to the Bulletin for the semester in which they matriculated. This change is not retroactive, but even if it were, it would impact few students.

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

3<sup>rd</sup> meeting, September 22, 2010 –Approved October 20, 2010

Present: Kane, Darcy, Beth, Martin, Ritch, Bob, Edmund, Arlene, Ridha  
Guest: Thomas Hemmick, Chair, General Education Committee

## **I. Committee Business**

- 1 Review minutes of 9/15: Postponed

## **II. Routine Administrative Matters**

- 1 Add recitations for CLL 215. Overall contact remains unchanged.

## **III. Curriculum Proposals**

- 1 Professor Thomas Hemmick, Chair of the General Education Committee, met with the group to discuss the vision of the Gen Ed committee for a new general education system. The goal is to provide students with a diverse educational foundation that will facilitate and inspire life long active and adaptive learning, and engaged global citizenship.

The committee recommendations include:

1-Out of classroom requirement (including service learning, internship, research, university committees, student government, study abroad, group performance, peer instruction, and alternative spring break)

2-Learning objective replacement for “developmental” categories

3-Themed path options with transcript-level acknowledgement and capstone

The committee aims to make learning outcomes a part of course descriptions, with verb-based definitions.

The “stages” of the proposed general education program are to:

1-Acquire and apply foundational skills

2-Synthesize knowledge into understanding

3-Develop and exercise civil response

4-Apply knowledge and skills beyond the classroom

Each “stage” will also incorporate a set of “actions,” “objectives,” and “standards.”

Recommendations from the Gen Ed committee would flow to the Undergraduate Council (University Senate) and eventually to the provost for implementation. The Arts and Sciences Senate Undergrad Curriculum Committee notes that historically, the CC has been responsible for Gen Ed, and hopes that the committee will be consulted soon as the project moves forward.

Earliest implementation would be Fall 2012, but probably later.

**Arts and Science Senate  
Undergraduate Curriculum Committee  
Academic Year 2010-11  
Minutes**

4<sup>th</sup> meeting, September 29, 2010–Approved October 20, 2010

Present: Kane, Darcy, Beth, Martin, Ritch, Bob, Edmund, Caitlin, Corey, Ridha

**I. Committee Business**

1 Review minutes of September 15: Approved

2 Welcome to our new undergraduate representatives, Caitlin and Corey.

3 Discussion of the General Education Review Committee

Edmund will discuss the following with the A/S Senate Executive Committee.

Pursuant to last week's visit from Tom Hemmick, the committee discussed the General Education review, and the role of the Arts and Sciences Curriculum Committee in the proposed process of course review and implementation.

The committee appreciates the review of the DEC, but voiced concern that the committee has not been more integrally involved in the Gen Ed discussion.

Hemmick noted that the current ad hoc committee had tentatively proposed that a new committee would be formed to implement any new Gen Ed program, both for "fast-tracking" existing courses into the nascent program or as a committee to review new proposals.

It is the CC's impression that the current Gen Ed committee is not done with its work, and therefore it is premature to propose an implementation process or an administrative process to review new course proposals once a new Gen Ed program is implemented. However, 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 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.

The committee also voiced concern that the discussion to create a new general education program should consider the impact on Stony Brook's large transfer student population.

4 Proposals for new majors and minors

Edmund will discuss the following with the A/S Senate Executive Committee.

The provost recommends we table all proposals for new majors and minors until the "SB 50 forward" and review of Gen Ed are complete or near completion. The committee is considering whether they can review and approve new proposals based on merit if those proposals are resource neutral. SUNY Central states that new programs must include a much stronger justification of resources, and an indication of where resources will be cut to accommodate new positions or course offerings.

**II. Routine Administrative Matters**

1 HIS 103 will be offered with recitation during Fall and Spring, and as lecture only during Winter

and Summer. Credit and contact hours remain unchanged.

### III. Curriculum Proposals

#### 1 Linguistics

##### LIN 300 Writing in Linguistics

The department proposes to retroactively enforce the grade change for LIN from S/U to letter grade, effective Fall 2010. The committee had previously approved this change for Spring 2011, but does not approve changing the proposal retroactive to Fall 2010 due to the discrepancies between syllabi and the Undergraduate Bulletin. In these cases, the Bulletin is used as the official source of information.

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**  
8<sup>th</sup> meeting, October 27, 2010—DRAFT

Present: Kane, Beth, Bob, Edmund, Caitlin, Corey, Ritch, Arlene, Darcy, Martin

## **I. Committee Business**

- 1 Review minutes of October 20: Approved
- 2 Committee members, please email Kane comments regarding the '09-10 Annual Report.

## **II. Routine Administrative Matters**

none

## **III. Curriculum Proposals**

- 1 PHI 108: Proposal to limit one section of the course to freshmen and sophomores only  
For consistency of learning experience among multiple sections of a course, the committee believes that all sections of a given academic course should have the same entrance requirements based on class standing (freshmen, sophomore, etc.), and that if a section of a multiple-section course does have different entrance requirements, there should be a substantive academic justification for the difference. The committee has reviewed the justification for this section from Grim and Crease, but does not see the demonstrated academic justification to warrant the enforcement of the proposed prerequisites.

**Arts and Science Senate  
Undergraduate Curriculum Committee  
Academic Year 2010-11  
Minutes**

6<sup>th</sup> meeting, October 13, 2010–Approved October 20, 2010

Present: Edmund, Ritch, Ridha, Beth, Darcy, Bob, Martin, Caitlin, Corey, Kane  
Guests: David from Undergraduate Senate; Jeff Edwards, Faculty Director of the Honors College; and Oliver Trey Street, Administrative Director of the Honors College

**I., II. Committee Business and Routine Administrative Matters**

none

**III. Curriculum Proposals**

1 Journalism

Prerequisite changes (JRN 490, 371, 390) and credit change (JRN 435)

Prerequisites were approved at the prior meeting. Upon consultation, the proposal author has withdrawn the request to offer JRN 435 with variable 3-6 credits and instead requests that the course stay as 3 credits.

New course proposal: JRN 489 Specialized Internship – Hyperlocal Reporting

The committee is pleased to approve the new 4-credit course, JRN 489.

2

ANT 205-J Ancient Japanese Civilization

The committee is pleased to approve the proposed ANT 205, with the addition of a DEC J and recommends the course prerequisites “WRT 102 and U2 or higher standing.” The committee agrees that the course appears to have a lot of writing, is not suitable for freshmen, and therefore this prerequisite would ensure that students who enroll in the course would be appropriately prepared.

3 Updates to the Honors College Curriculum

Jeff Edwards and Trey Street represented the Honors College to continue the discussion of the proposed changes in Honors College course prerequisites.

The two main issues brought forth by the committee are the retroactive enforcement of the new policy (should the changes be in effect immediately, or should current students be grandfathered in under the current policy), and the curricular justification for the changes.

Jeff asserted that the courses do and should build upon one another. Such a sequence has been implicit in the function of the college since its inception, however, changes to the bulletin in Fall 2001 reduced the clarity of this implicit sequence. Changing of faculty and staff directors in the past ten years has allowed this sequencing to drift. The HC leadership wishes to clarify this sequence in the bulletin and enforce the sequence in the best interest of students. Doing so will make sure that students are assured of the same academic experience, modeled on a cohort system similar to the honors college followed by other AAU institutions.

In addition to the curricular benefits to enforcing the prerequisites for the sequence of courses, it would also allow for greater ease of managing course demand and predicting enrollment, both of great importance during this fiscal crisis, when it is very difficult to find instructors to teach the courses.

Jeff and Trey maintained that to make sure that the Honors College functions as it is designed, course sequencing should be enforced immediately. However, Honors college director will grant exceptions to course sequencing requirements on an individual basis to ensure good progress towards satisfaction of major requirements.



**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

7<sup>th</sup> meeting, October 20, 2010—approved October 27, 2010

Present: Edmund, Ritch, Ridha, Beth, Darcy, Bob, Martin, Caitlin, Corey, Kane, Arlene

**I. Committee Business**

- 1 Charlie Robbins requested that a representative from the committee serve on the Honors Education Committee. Darcy volunteered, and will attend the bi-weekly Honors Education Committee meetings.
- 2 Review minutes of September 22, 29, and October 6, 13: Approved

**II. Routine Administrative Matters**

- 1 MUS minor  
The changes to the Music and Jazz minors are approved, with the following changes to MUS course prerequisites so that there are no longer any hidden prerequisites for students in the minors:  
MUS 122: bulletin language  
prereq: placement by exam  
add'l prerequ for music majors: MUS 121 and 321 co-req  
  
MUS 220 bulletin language  
prerequ: MUS 121 and 321  
add'l co-req for music majors: MUS 141 and 322

**III. Curriculum Proposals**

- 1 Updates to the Honors College Curriculum  
The committee approves the prerequisite changes submitted by the Honors College Directors, with the following concerns and question:
  - a) The committee approves the changes with the addition of the academic year standing appropriate to the course (i.e. Second year Honors College membership for HON 201, Third year Honors College membership for 301, etc.).  
  
HON 105 Modes of Knowledge  
Prerequisite: First year Honors College membership  
  
HON 106 Modes of Being  
Prerequisites: First year Honors College membership; HON 105  
  
HON 201 The Arts and Society  
Prerequisites: Second year Honors College membership; HON 105 and HON 106  
  
HON 301 Science, Engineering, Medicine, and Society  
Prerequisites: Third year Honors College membership; HON 105, HON 106, and HON 201  
  
HON 401 Global Issues  
Prerequisites: Fourth year Honors College membership; HON 105, HON 106, HON 201, and HON 301
  - b) The committee is concerned that the sequencing is in part driven by resource constraint rather than best academic interest of students.

- c) What is the status and function of the HC directors committee?
- d) While the prerequisite changes are approved for Spring 2011 for all Honors College students (i.e., no grand-parenting for students already in the program), the committee urges the Directors to give special consideration for students who need an out of sequence course to complete the Honors College program or a commensurate major(s) or minor(s) requirements.
- e) The committee does not see the academic substance that necessitates the enforced sequence, but understands that approving the sequence will allow flexibility to design a curriculum that does build on previous curricular parts.

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

8<sup>th</sup> meeting, October 27, 2010– Approved November 3 2010

Present: Edmund, Ritch, Ridha, Beth, Darcy, Bob, Martin, Caitlin, Corey, Kane, Arlene

**I. Committee Business**

1 Review minutes of October 20: Approved

**II. Routine Administrative Matters**

none

**III. Curriculum Proposals**

1 PHI 108

The committee continued discussion regarding the proposal to limit one section of PHI 108 to freshmen and sophomores.

- For consistency of learning experience among multiple sections of a course, the Curriculum Committee believes that all sections of a course should have the same entrance requirements based on class standing (freshmen, sophomore, etc.). No single section of a course should be limited to a single cohort based on class standing.
- The committee read carefully Professor Grim's proposal to limit his course based on the unique properties of his own section. Members agreed that if any section of any course is philosophically different from the other sections, then the department should propose a new course.

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

9<sup>th</sup> meeting, November 3, 2010– Approved December 01, 2010

Present: Ritch, Ridha, Beth, Darcy, Bob, Martin, Corey, Kane

**I. Committee Business**

- 1 Review minutes of October 27: Approved
- 2 Review 2009-2010 Curriculum Committee Annual Report: Approved

**II. Routine Administrative Matters**

none

**III. Curriculum Proposals**

- 1 The committee continued discussion of the general education review, and Kane's proposed general education 'straw model 2' model.

The committee agreed that the model was easy to understand, and could be easily implemented.

The group speculated that students majoring in a STEM major would not necessarily be interested in pursuing minors in SBS or HFA, however, those students would then choose 9-credit thematic clusters instead of minors. The committee speculated about how many current students graduate with minors or double majors, and which second major or minors are in a different category (STEM, SBS, HFA) than the major.

The committee agreed that communication and critical thinking skills are necessary for success in any major. Also noted was that the committee does not want to see students unable to do a year study abroad program or take elective courses due to more university requirements. CEAS students may have difficulty satisfying the proposed 'straw 2' requirements in addition to the major requirements, since the CEAS majors are so credit intensive and do not leave much room for electives.

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

10<sup>th</sup> meeting, November 17, 2010– Approved December 01, 2010

Present: Ritch, Ridha, Beth, Darcy, Bob, Martin, Corey, Kane, Caitlin, Arlene, Edmund  
Guests: Robert Crease and Patrick Grim

**I. Committee Business**

- 1 Review minutes of November 3: Postponed

**II. Routine Administrative Matters**

none

**III. Curriculum Proposals**

- 1 The committee continued discussion of the proposed U1/U2 prerequisites for Grim's section of PHI 108.

Grim asserts that in order to optimize educational access to his course, there must be a general academic entry point. Students enter college with a couple of templates and a hole, and freshmen and sophomore students do not recognize and analyze arguments as upper-division students analyze the same arguments. The aim of the course is to add additional templates. Anecdotally, the graduating seniors are the worst performing students in the course, are bored and unmotivated to succeed, and are often troublemakers.

If the course was not oversubscribed, the department would not have submitted this proposal. However, since there is always excess demand for the course, Grim would like to see the students who would most benefit from the skills taught in the course be able to enroll.

The committee will continue discussion during the next meeting.

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

11<sup>th</sup> meeting, December 1, 2010– approved December 8, 2010

Present: Ritch, Ridha, Beth, Darcy, Bob, Martin, Kane, Edmund, Leslie

**I. Committee Business**

- 1 Review minutes of November 3: Approved
- 2 Review minutes of November 17: Approved
- 3 The committee will meet Wednesdays at 10:40-12:00 for Spring 2011 (same time as Fall 2010). We will meet 12/8/10 for our final meeting of the year, and resume meetings on 2/2/11.
- 4 The committee began discussion of the moratorium on major and minor proposals due to the fiscal crisis and fifty forward project. The committee noted that the Dean's approval is not necessary for approving a proposed minor; therefore, the committee could continue to review proposals and vote based on academic merit (though in the current budget, even resource neutral new minors may not be feasible due to declining course offerings). Discussion to continue.

**II. Routine Administrative Matters**

- 1 Change prerequisites for THR 315/316 to THR 201/202 to align with recently approved changes to the THR curriculum: Approved
- 2 Remove "permission of instructor" from ANT 362 prerequisites: Approved

**III. Curriculum Proposals**

- 1 Combined BS/MS in Marine Sciences:  
The committee is pleased to approve the proposed combined BS/MS in Marine Sciences, with what the committee believes should be a small correction. The second sentence of part (e) of the proposal should be "6-14 credits" not 6-12. Please confirm.  
"e. The only change is counting 6-~~14~~ graduate MS credits towards the student's undergraduate degree, and as upper division electives in the MAR major."
- 2 PSY 364  
The committee is pleased to approve the proposed PSY 364, pending clarification of the following:
  1. The prerequisites listed on the proposal do not match those listed on the syllabus. Please clarify which are correct.
  2. Based on the syllabus, it appears that there is very little reading considering the course is upper division, and the grading is based solely on multiple choice exams. Please clarify.

### PHI 108

The proposal to limit PHI 108 to freshmen and sophomores has catalyzed a broader discussion regarding curricular policy within CAS. The committee wishes to address more carefully the questions related to reserving seats for various student cohorts, priority registration, students repeating courses, when it is appropriate to enforce prerequisites based on academic level, and other questions related to student enrollment in CAS courses. While the committee addresses these college-wide issues, we urge the department to make the following changes, effective Fall 2011:

1. Change the course prerequisites to “Prerequisites: Open to freshmen and sophomores, and open to juniors and seniors who have not completed DEC B.”
2. Add the following sentence to the course description: “Material is intended for freshmen and sophomores.”

We hope that these changes will address Professor Grim’s concerns until we reach a consensus about whether the college will allow restrictions such as the one proposed.

The committee secretary will implement these changes for Fall 2011 upon department confirmation.

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**  
12<sup>th</sup> meeting, December 8, 2010– DRAFT

Present: Ritch, Beth, Darcy, Bob, Martin, Kane, Edmund, Leslie, Arlene

**I. Committee Business**

- 1 Review minutes of December 1: Approved

**II. Routine Administrative Matters**

**III. Curriculum Proposals**

- 1 Combined BA/MBA in Sustainability Studies

The committee is pleased to approve the proposed combined BA/MBA in Sustainability Studies, pending response to the following questions and comments:

1. The proposal states that “Students would receive the Bachelors degree when all credits and university requirements have been satisfied for the BA component of the combined program.” For consistency, please replace this language with the text from the Undergraduate Bulletin (found online at [http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/special\\_academic\\_op/sequential\\_combined\\_ba\\_ma.ph](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/special_academic_op/sequential_combined_ba_ma.ph)): “If the student has completed the bachelor’s degree using between 7 and 15 graduate credits, both degrees are awarded simultaneously and only after both sets of requirements have been completed. If the student has completed the bachelor’s degree requirements with a minimum of 120 credits and using no more than 6 graduate credits, the undergraduate degree may be awarded prior to completion of the graduate degree.”
2. All grad credits replace free electives, which means that students would be prevented from taking any courses outside of their major. Therefore, to succeed in this program, students will need to commit to the program as a freshman, or risk taking courses that do not count toward the program.
3. The committee noted the discrepancy between 3.1 required GPA for the BA/MBA and the 3.0 standard for the regular MBA. We defer to the Grad Council to consider this discrepancy.

- 2 AAS major/minor requirement changes

The committee is pleased to approve the proposed changed to the AAS major and minor, pending clarification of the following:

1. What is the justification for replacing AAS 487 with AAS 401 for the major, and with a 300 or 400-level elective for the minor? Is this change to do resource issues, or because of a change in the philosophical approach to the objectives of the major and minor?

- 3 Bulletin Board

The committee approves the Bulletin Board summary (with minor updates), as approved by the Undergraduate Council on November 30, 2010.



**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

13<sup>th</sup> meeting, February 9, 2011– Approved Feb 16, 2011

Present: Ritch, Beth, Darcy, Bob, Martin, Kane, Edmund, Leslie, Arlene, Corey

**I. Committee Business**

- 1 Review minutes of December 8: Approved
- 2 Note that the committee will meet at 10:30 instead of 10:40 for the remainder of the semester.
- 3 Edmund spoke to Eduardo about Ritch joining the General Education committee. Edmund also noted that the curriculum committee will submit and present the 09-10 AY Annual Report to the full senate on February 21, at which time the committee will also present our view of the proposed general education changes.

**II. Routine Administrative Matters**

- 1 GEO 287 Intro. Research in Geology: allow students to repeat the course once, to a max of 6 credits (currently not repeatable): Approved
- 2 LAN 447 Directed Readings in an Uncommon Language; allow students to repeat the course to a max of 24 credits (currently not repeatable): Approved

**III. Curriculum Proposals**

- 1 Revisions to the Chemistry minor

The committee approves the proposed changes to the Chemistry minor, with the following modifications:

1. The Bulletin states that transfer students will receive the number of credits awarded by the transfer institution. To that end, the committee recommends deleting the sentence that states that transfer credits will be counted as if the student had taken the equivalent courses at Stony Brook. The committee understands the issue and feels it can be dealt with by amending the final sentence. See point 2.
2. In the final sentence of the paragraph introducing the minor, the committee recommends adding “in residency” to the sentence (“All students must complete a minimum of 8 upper division credits in 300-level or chemistry research courses in residency at Stony Brook in order to qualify for the minor.”). This will result in students transferring in fewer upper-level transfer courses to the minor.

- 2 ADV 201

The committee is pleased to approve the proposed ADV 201, with the following modifications:

1. The committee agrees that the course should be S/U grade basis instead of A/F.
2. The committee would like to see a title that is more reflective of the content of the course (suggestions include ‘Premedical Advising’ or ‘How to Prepare for Graduate Medical Fields’).

3

CCS/MUS 324-K Jazz and American Culture (proposed as CCS 314)

The committee is pleased to approve the proposed CCS/MUS 324, pending response to the following suggestions and comments:

1. Given the historical narrative span covered by the course, the committee recommends the course satisfy Skill 4 in addition to DEC K. The committee recommends adding “history” to the first line of the course description (“An exploration of African American jazz and its importance and representation in American *history* and culture.”) to make the historical emphasis apparent.
2. The committee recommends reversing the written order of prerequisites so that MUS 308 is listed first (the order would then be from specific to general prerequisites): Prerequisite: MUS 308 or one course in CCS, CLT, or HUM
3. The course proposal states that the course will satisfy requirement A3 of the CCS minor. The minor does not have a requirement A3; was B3 the intended area?
4. Note that the number of the course has been updated to 324 from 314 so that the course may be crosslisted with MUS.

4

CHI 201 Intensive Intermediate Chinese/JPN 201 CHI 201 Intensive Intermediate Japanese

The committee is pleased to approve the proposed CHI 201 and JPN 201.

5

MAR 304-E Waves, Tides and Beaches

The committee is pleased to approve the updated description and prerequisites for MAR 304.

6

Update prerequisites for BIO 339 Molecular Development of the Nervous System

The committee is pleased to approve the updated prerequisites for BIO 339 to Prerequisite: BIO 202 or 203

**Arts and Science Senate  
Undergraduate Curriculum Committee  
Academic Year 2010-11  
Minutes**

14<sup>th</sup> meeting, February 16, 2011– Approved February 23, 2011

Present: Ritch, Beth, Darcy, Bob, Martin, Kane, Edmund, Leslie, Arlene, Ridha

**I. Committee Business**

- 1 Review minutes of Feb 9: Approved
- 2 General Education Report to be presented to the Arts and Sciences Senate: Approved

**II. Routine Administrative Matters**

1 Mathematics

MAT changes to prerequisites/major: Approved

MAT 260: change prereq to "instructor permission" (and make it enforced in PS)

Rationale: this is a small course intended for the best of our math students, to help them prepare for the math competitions such as Putnam exam. However, with the prereqs set up the way they are now, we have a number of students who are in fact rather ill prepared and take it just to get one math credit.

MAT 307/308 related changes:

- in prereqs for MAT 310: change "C or higher in MAT 211 or 305 or AMS 210" to "C or higher in MAT 211 or 305 or 308 or AMS 210"

- in prereqs for MAT 319,320, 324, 331, 341, 342, 351, 360, 364:  
replace everywhere "203 or 205" with "203 or 205 or 307"

- in prereqs for MAT 351: replace "MAT 303 or 305" with "MAT 303 or 305 or 308"

Major requirements changes:

- change

"1. One course in multivariate calculus: MAT 203 or AMS 261 or MAT 205 and one course in linear algebra: MAT 211 or AMS 210" to

"1a. One course in multivariable calculus: MAT 203 or AMS 261 or MAT 205 and one course in linear algebra: MAT 211 or AMS 210

or

1b. MAT 307"

- change "3. One course in differential equations: MAT 303 or AMS 361 or MAT 305" to

"3. One course in differential equations: MAT 303 or AMS 361 or MAT 305 or MAT 308"

Rationale: we added a new version of multivariable calculus (MAT 307) and Diff. eqs (MAT 308), but didn't change all prereqs to reflect that.

2 English

Add EGL 388 Interdisciplinary Topics: Approved

Description: Course on English literary and cultural studies in connection with other disciplines.

May be repeated as the topic changes.

Prerequisite: Completion of DEC A

The course differs from EGL 375 in that, because 375 is tied to a DEC G, it is therefore limited to

disciplinary intersections within the Humanities. A further justification for the addition of this course would be that it will facilitate interdisciplinary work as well as intellectual and pedagogical links to a wider array of other departments and programs.

3 Women's and Gender Studies

SOC 204/WST 204-F Intimate Relationships: Approved

After evaluating the course syllabus for SOC 204/WST 204, the WST department requests that the WST 204 crosslisting with SOC 204 be deactivated since it no longer meets the curricular needs of the Women's and Gender Studies department.

### III. Curriculum Proposals

1 Biology

Online course proposal for BIO 354 Evolution

The committee approves the online course proposal for BIO 354, pending clarification of the following items:

1. What is the scope of the paper for the classroom version, and what is the online equivalent?
2. The exam dates should be announced at the time of registration.
3. The committee has some concerns that the pre-recorded lectures do not encourage faculty/student interaction. Could the author provide data that supports the success of pre-recorded lectures?

2 Renumber AAS 350 to CHI 426; change prerequisite to CHI 302; add Skill 3

The committee approves the designator/number change from AAS 350 to CHI 426, and the prerequisite change to CHI 302; however, since CHI 302 satisfies Skill 3 and is a prerequisite for the course, the committee does not feel that Skill 3 is necessary or appropriate.

3 Asian and Asian American Studies

AAS Honors Program

The committee approves the proposal for an AAS Honors Program, but noted that there is a typo in the paragraph proposal that notes that "AAS 487" is required. The committee assumes that AAS 495 is the required course for the Honors program, and not AAS 487

Asian and Asian American Studies

AAS 495 – honors seminar

The committee approves the proposal for AAS 495, with a A-F grade basis instead of A-C/U. All other honors seminars use A-F grading.

Note that the only way to enforce enrollment in the Honors Program as a prerequisite is by departmental permission; therefore, the committee recommends adding "permission of department" to the prerequisite.

4 BIO 364 Lab Techniques in Cancer Biology

The committee approves the proposed BIO 364 Lab Techniques in Cancer Biology, with the following clarifications:

1. Course prerequisites may only require a grade of C or better, and not B or better. The latter would lead to grade inflation.
2. The course description on the syllabus is different than the proposal syllabus. The committee notes that the descriptions should match. Please confirm which description the department wishes to use.

5 ATM 201-E Climate and Climate Change

The committee is pleased to approve ATM 201-E, and commends the department on a well-written and organized proposal and syllabus.

6 International Academic Programs

IEC credit changes

There is some concern that the proposal is requesting academic credit for the IEC courses without review of the curriculum.

1. What is the academic rationale and administrative processing need for the credit change/increase for these courses?
2. Will students pay per credit for these courses?
3. Will students in these courses be eligible for financial aid?
4. Will the students who take these IEC courses eventually matriculate at SB? If so, how many will matriculate as undergraduate students, and how many as graduate students?
5. Do these courses appear on the student transcript?
6. Please provide syllabi for each course in the format indicated on this link  
<http://www.stonybrook.edu/cas/curriculumcommittee/Syllabus%20Template.doc>

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

15<sup>th</sup> meeting, February 23, 2011– approved March 9, 2011

Present: Ritch, Beth, Darcy, Bob, Martin, Edmund, Leslie, Arlene, Ridha

**I. Committee Business**

- 1 Review minutes of February 16: Approved

**II. Routine Administrative Matters**

- 1 IEC credit increase: Approved
- 2 Add CHE 115-E as a permanent cross-listing with ENV 115-E Chemistry, Life, Environment: Approved

**III. Curriculum Proposals**

- 1 Changes to prerequisites for Sustainability Studies courses

The committee requests clarification on the following items before approving the proposed changes to the Sustainability Studies curriculum:

1. The justification for the change in prerequisite for EHI 310 is that SBC 207 will never be offered; is this a request to permanently de-activate SBC 207?
2. The footnotes state that SUS 342 is co-scheduled with GEO 304, and ENV 320 is co-scheduled with CHE 310. Co-scheduling is a term generally used to describe a graduate course meeting with an undergraduate course, while undergraduate courses meeting together are cross listed.
  - a. If these courses will routinely be meeting together, will the course descriptions and course titles be adjusted so that they are identical?
  - b. If the courses are co-scheduled and not cross listed, students will be able to receive credit for both courses. Does the same instructor teach both courses, and is the material identical in the courses?
  - c. The committee suggests either cross listing the courses (in which case students may not receive credit for both courses), or deactivating SUS 342 and ENV 310 if they are redundant now that they are offered on the main campus and students may take GEO 304 and CHE 310.

- 2 JRN realignment

The committee approves the proposed updates to JRN 350, 489, 490, however, seeks clarification on the following items before approving the changes to JRN 335 and 435.

1. JRN 335: Is the course repeatable? Will students be able to receive credit for the course offered as print and as broadcast? The committee suggests adding a new course so that students may register for either Print Reporting in NYC or Broadcast Reporting in NYC.
2. JRN 435: If the course is repeatable, what is the maximum number of credits students may earn repeating the course? We will add that information to the new sentence “May be repeated as the topic changes.”

- 3 MAR 355 Coastal Cultural Experience

The committee is pleased to approve the proposed MAR 355 Coastal Cultural Experience, pending

response to the following question:

1. Question #9 in the proposal does not indicate the number of contact hours required for the course. Please clarify.

4 MAR 356-K Maritime Traditions of New England

The committee is happy to approve the proposed MAR 356-K Maritime Traditions of New England.

5 HIS 212-J Ancient History of Mesoamerica

The committee is pleased to approve the proposed HIS 212-J Ancient History of Mesoamerica.

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

16<sup>th</sup> meeting, March 9, 2011– approved April 13, 2011

Present: Ritch, Beth, Darcy, Bob, Martin, Edmund, Leslie, Arlene, Kane

**I. Committee Business**

- 1 Review minutes of February 23: Approved

**II. Routine Administrative Matters**

- 1 Changes to Music major and minor requirements: Approved

**III. Curriculum Proposals**

- 1 European Languages and Literature

GRK 121-122 Introduction to Elementary Modern Greek I and II (proposed as GRM 111/112)

The committee approves the courses, pending receipt of responses to the following questions and comments:

1. For consistency with the 6-credit Modern Greek course, the committee requests that the courses use the existing GRK designator, and recommends GRK 121 and GRK 122 (so students will not assume that the courses are next in a sequence following 111/112).
2. The course title “Introduction to Elementary Modern Greek” could be viewed as redundant; the committee recommends “Elementary Modern Greek I and II.”
3. Please see question #8 on the course proposals, and specify the number of hours spent in the lecture and lab.
4. Note that the syllabi should include the mandatory statements from <http://www.stonybrook.edu/commcms/provost/policies/Syllabus%20Statement.doc>.
5. GRK 122 (Elementary Modern Greek II) satisfies Skill 3 (university foreign language requirement), and the committee will add the Skill to the course.

- 2 Political Science

POL changes to the Major and Minor transfer credit policies

The committee is pleased to approve the proposed updates to the Political Science major and minor transfer credit policies for Fall 2011.

- 3 Physics and Astronomy

PHY 420: Introduction to Accelerator Science and Technology (proposed as PHY 350-4xx)

The committee applauds the collaboration with Brookhaven Lab for the proposed course. and is pleased to approve the proposed Introduction to Accelerator Science and Technology course, pending receipt of responses to the following questions and comments:

1. The committee agrees that the course seems high-level, and given the fact that it will be cross-listed with a graduate course, the committee recommends renumbering the course PHY 420.
2. The prerequisites on the proposal do not match those listed on the syllabus. The committee recommends using the prerequisites listed on the syllabus.



3. The course description is too long for the Bulletin. The committee recommends using the following condensed version. Please confirm that this is okay:

This course will introduce students to the field of accelerator science and technology, a very versatile branch of physics and technology. This course is composed of the following parts: introduction of accelerator history and their basic principles, basic beam dynamics in synchrotrons, introduction of challenges in Accelerator physics, and introduction of typical beam measurements and instrumentations.

4. Note that courses meet for 15 weeks (not 11 as indicated in the syllabus). Please work with Assistant Dean Kane Gillespie to ensure that the course schedule satisfies the student contact hour requirements.
5. The A/S undergraduate curriculum committee has purview of undergrad courses but not graduate courses. If the department wishes to offer a graduate co-scheduling of PHY 420, please seek approval from the Graduate Council.

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**

17<sup>th</sup> meeting, March 30, 2011– approved 27 April 2011

Present: Ritch Calvin, Beth Squire, Darcy Lonsdale (Acting Chair), Martin Levine, Leslie Volpe, Arlene Feldman, Kane Gillespie

**I. Committee Business**

- 1 Review minutes of March 9: Postponed

**II. Routine Administrative Matters**

- 1 Changes to ATM course prerequisites: Approved
- 2 Administrative updates to PHY prerequisites: Approved
- 3 Add SBC 475/476 Undergraduate Teaching Practicum I and II: Approved
- 4 Delete lab and recitation component from PHY 420 Introduction to Accelerator Science and Technology: Approved. Contact /credit ratio remains unchanged.

**III. Curriculum Proposals**

- 1 Teacher Preparation  
Add CEF 347 Principles and Practices of Special Education per NYSED: Approved  
Note that a formal proposal was not submitted. This was added on recommendation of Marvin Glockner, SBU Campus Teacher Certification Officer, who recommends the change based on NYSED requirements.
- 2 Women's and Gender Studies  
These items were discussed and approved via email  
Proposed course WST 210-F Contemporary Issues in Women's and Gender Studies: Approved;  
Proposed course WST 291-G Introduction to Feminist Theory: Approved  
WST 301-G Histories of Feminism--request to change to DEC K: Approved  
Proposed updates to WST major and minor requirements: Approved
- 3 Amendments to the Existing DEC requirements for A/S Students  
The committee approved a proposal to amend the existing DEC requirements for students in Arts and Sciences majors. The proposal was suggested by the Committee on Undergraduate Education (CUE), developed by the CAS Dean and presented by Kane. [following the CC meeting on 3/30, the Provost also endorsed the proposal on 3/30]  
The committee agreed that students would benefit from a general education program that is not as restrictive as the current DEC system, and agreed that the changes may give students more flexibility in completing their baccalaureate degree in a timely fashion while still achieving a broad general education. The members voiced a strong consensus that students are overburdened with DEC requirements above and beyond the SUNY requirements. A revised Gen Ed curriculum from the Tom Hemmick committee, although very promising, would not be implemented until Fall 2012 at the earliest, most likely Fall 2013. The newly approved changes from today's CC could be implemented for Fall 2011 and could serve as a temporary implementation until the revised Gen Ed program is in place.  
The committee discussed the proposal and made recommendations to amend the proposal

original proposal was to reduce the number of required courses for category E and F to 1 course, to eliminate requirements for category G (from 2 to 0 courses), and to allow students to choose 2 out of 3 courses among categories I, J, and K.

The committee also discussed the original proposal to provide flexibility for a course to satisfy up to 2 DEC categories.

The committee also discussed the elimination of DEC H, but concluded (not unanimously) that this DEC was relevant to SB General Education.

The committee discussed and agreed on revisions to the proposal, as specified below (which are slightly different than the original proposal)

The committee discussed the reduced DEC requirements for CEAS students, and whether a reduced set of DEC requirements would work for CAS students.

The committee discussed the proposal vis-à-vis Tom Hemmick's committee. Given that the new GE is likely to not be implemented until Fall 2012 at the earliest (but most likely in Fall 2013), the committee viewed this proposal as an opportunity to deliver immediate flexibility for students as a "stepping stone" to the nascent Tom Hemmick committee recommendations.

Summary of amendments and clarifications, as discussed and approved by the CC:

effective Fall 2011 for new students. Given that this is a reduction of requirements, continuing A/S students should also have the option to follow the amended DEC.

(a) current requirements: two courses per category in DECs E, F, G for a total of six courses  
revision: one course per category in DECs E, F and G for a total of three courses

(b) current requirement: one course per category in DECs DEC I, J, K for a total of three courses  
revision: two out of three courses in categories DEC I, J, K with no duplication for a total of two courses

(c) current policies: A course is assigned to one D.E.C. category only and will satisfy only that category  
[http://sb.cc.stonybrook.edu/bulletin/2011/spring/policiesandregulations/degree\\_requirements/diversified.php](http://sb.cc.stonybrook.edu/bulletin/2011/spring/policiesandregulations/degree_requirements/diversified.php)

...The Skills should in many cases be satisfied upon entry to Stony Brook. However, since completion of Skills is required for graduation, several courses satisfy the Skills.  
[http://sb.cc.stonybrook.edu/bulletin/2011/spring/policiesandregulations/degree\\_requirements/entryskills.php](http://sb.cc.stonybrook.edu/bulletin/2011/spring/policiesandregulations/degree_requirements/entryskills.php)

clarification: Departments may propose courses that satisfy learning outcomes for a combination of up to one DEC and up to one Skill. (any DEC, any Skill)

(d) new policy for A/S courses: Instructors must indicate specific learning outcomes on syllabi each semester for DEC and Skill courses. Such learning outcomes must be consistent with SB DEC and Skill descriptions and SUNY Gen Ed learning outcomes where applicable

The approved amendments:

- continue to ensure that baccalaureate degree recipients have breadth of study in multiple subject areas;
- provide students more flexibility in selecting courses that satisfy the general education requirement as well as other degree requirements;
- give baccalaureate degree candidates more opportunity for in-depth study in a general education subject area.

The changes will:

- facilitate transfer to baccalaureate programs for Associate of Arts or Associate of Science degree holders; and
- support timely degree completion for baccalaureate degree candidates, regardless of where they begin their study.
- Foster interdisciplinarity
- Provide flexibility for more students to pursue minors or experiential learning activities.

With these amendments, students will still be required to complete 120 credits as well as all other graduation requirements.

Discussion summary:

1. Purview:

The committee first agreed that the proposal is with its purview. The official charge of the CC states

“[The CC] shall review and submit to the Arts and Sciences Senate proposals for changes in undergraduate degree requirements...” see link  
<http://www.stonybrook.edu/senatecas/curriculum.shtml>

In addition, precedent has been set by CEAS to amend DEC requirements for CEAS majors.

2. The original proposal was for students with CAS majors, however, Darcy is confident that SoMAS would want to participate. KG will inquire with the Dean in SoMAS, the Dean of SoJ and Director of Sustainability as to whether their faculty wish to adopt the amended DEC for their majors.
3. The College of Business follows the DEC system shared by A/S, though CoB reports to the CEAS Curriculum Committee. Officially, CC does not have purview over CoB, but KG will inquire with the Dean of CoB to see if CoB faculty wish to adopt the amended DEC for their majors.
4. Committee members voiced that this could negatively impact departments that rely heavily on DEC students for course enrollment and for feeder courses to their majors. While the committee agrees that department economic conditions should not dictate curricular changes, the departments in question should be alerted of these changes before they are publicized.
5. Normally, changes to Gen Ed requirements only impact incoming students. The approved changes would therefore only apply to A/S students who matriculate in Fall 2011. However, given that the approved changes represent a reduction in requirements, the Committee agrees that students should be given the option to elect the revised DEC requirements.
6. The Fall 2011 Bulletin will be available April 1, 2011, and students will be able to advance register on April 4. Ideally, these changes would need to be publicized to students before April 4 for students to accurately plan their schedules.
7. New Student Orientation materials currently reflect the “old” DEC, and the Registrar’s office will need to reprogram the degree audit to recognize these amendments.

**Arts and Science Senate  
Undergraduate Curriculum Committee  
Academic Year 2010-11  
Minutes**

18<sup>th</sup> meeting, April 13, 2011– approved 27 April 2011

Present: Edmund Chang, Ritch Calvin, Beth Squire, Darcy Lonsdale, Martin Levine, Leslie Volpe, Arlene Feldman, Kane Gillespie, Ridha Kamoua, Robert Goldenberg

**I. Committee Business**

- 1 Review minutes of March 9: Approved
- 2 Review minutes of March 30: The committee discussed revisions to the minutes. KG will enter the changes for review and approval at the next meeting.

**II. Routine Administrative Matters**

- 1 PHY 420 Introduction to Accelerator Science and Technology: Changed to lecture from recitation+lecture. The contact/credit relationship remains intact. Approved
- 2 Reactivate JPN 476/476 Undergraduate Teaching Practicum I and II: Approved
- 3 ADV 475/476 Undergraduate Teaching Practicum I and II: Approved

**III. Curriculum Proposals**

- 1 Amendments to the Existing DEC requirements for A/S Students  
The committee continued discussing the proposal to limit the DEC's, and clarified points from the last meeting's minutes.  
The discussion ended with the question of whether the proposal should be abandoned at this point, or whether Edmund and/or Kane should approach Eduardo about forwarding the proposal to the Arts and Sciences Senate Executive Committee.  
The group agreed that they still support the amended proposal, and would like to see it go before the A&S Senate Executive Committee; however, it may be too late to implement for Fall 2011 given the fact that Freshmen and Transfer orientation dates begin shortly, and all continuing students will have had an opportunity register by the beginning of Spring Break.

**Arts and Science Senate  
Undergraduate Curriculum Committee  
Academic Year 2010-11  
Minutes**

19<sup>th</sup> meeting, April 27, 2011– Approved May 4, 2011

Present: Edmund Chang, Ritch Calvin, Beth Squire, Darcy Lonsdale, Martin Levine, Leslie Volpe, Kane Gillespie, Ridha Kamoua, Robert Goldenberg

**I. Committee Business**

- 1 Review minutes of March 30: Approved
- 2 Review minutes of April 13: Approved
- 3 The election for president in A/S Senate was on 4/25. Upon results, Edmund will contact Eduardo to determine the best process going forward regarding the amendments to Gen Ed (from 3/30 meeting discussion).

**II. Routine Administrative Matters**

none

**III. Curriculum Proposals**

- 1 Creative Writing minor proposal

The committee began discussion of the proposed Creative Writing minor.

There were several general areas of concern:

1. The committee requests a letter of endorsement from the Chairs of the English and Theatre Arts department to address possible redundancy with courses, and whether the courses should receive credit if taken in addition to already existing courses. If the proposed CWL courses are deemed mutually exclusive with EGL or THR courses, both courses will need to offer the same DEC (or have no DEC, as the case may be), and students would not be allowed to receive credits for both courses.
2. Several syllabi in the course proposal packet indicate a 16 week semester. Normally, semesters at SB are 15 weeks, including 14 weeks of instruction and one week of final exams. Syllabi should be adjusted to mirror the academic calendar.
3. The committee is concerned as to who the audience and population for this minor will be other than MAR students taking courses on the Southampton campus. If the enrollment is not high enough to warrant the delivery of required offerings, student progress within the minor could be impacted.
4. Many of the concerns from the committee minutes of Feb. 2010 have not yet been addressed.
5. It is unclear in the proposals how much of the content is engaging in the act of creative writing, as opposed to studying literature and theory. That is to say, fine arts majors such as music and studio art generally have a balance of academic activities that balance the theory/history and the application of the fine art. While the two may go hand in hand, the proportion of theory and application in each course will impact the decisions of which DEC category the courses satisfy.
6. The committee recommends that all of the “Forms of...” courses be made 300-level. It is unclear as to why two are numbered in the 200s and others are numbered in the 300s while the level of work and complexity of content seems similar.

The committee began discussion of the revised courses, and below are some of the committee

comments. As requested, the committee paid special attention to the requested DEC classification.

#### CWL 190-B Introduction to Contemporary Literature

1. There is concern that students might not be able to succeed in the course without completing DEC A as a prerequisite. DEC A does not cover only academic writing, but also covers elements of style, and rules of proper writing, which will help students succeed in CWL 190. The committee requests clarification and justification of not having writing as a prerequisite for CWL 190-B.
2. The committee defers to the English department to determine if there is overlap with EGL 204 or other EGL courses. The course seems similar to EGL 204, which does not carry a DEC.
3. The environmental aspect of the course seems optional, and not infused throughout the curriculum. The required texts are not environmental in nature. Please clarify.

#### CWL 202-D Introduction to Creative Writing: Writing Everything

1. The proposal states that the course will be offered in Spring semesters only, however, as a prerequisite to many other courses, it would benefit student progress in the minor to offer the course in Fall semesters.
2. The committee agrees that the course could satisfy DEC D, and requests that “the fine art of” be added to the description before “creative writing,” and recommends deletion of “by contemporary authors in multiple genres.”

#### CWL 280-G Forms of Creative Non-fiction

The committee agrees that the course is a DEC G, but recommends renumbering the course to 300-level to remain consistent with other “Forms of” courses.

#### CWL 290-G Forms of Fiction

The question of redundancy with EGL courses still exists. Please provide a letter from the English Chair. The committee agrees that DEC G is appropriate, but recommends renumbering to 300-level.

#### CWL 300-G Forms of Poetry

The committee agrees that DEC G is appropriate for the course. The sums of grading points on the course proposal add to 110%; please resubmit with correct grading. The committee acknowledges the use of arithmetic license!

#### CWL 310-G Forms of Scriptwriting

1. The committee requests a letter of endorsement from the Chair of the Theatre department addressing whether the course is mutually exclusive with THR 325 and or THR 326. The DEC classification (or non-DEC) should be the same on both if they are determined to be mutually exclusive.
2. The committee requests clarification as to how screenings are scheduled or absorbed into student contact time for the course. Normally, courses which include a large proportion of screenings are scheduled with 2 credits of lecture (2 hours per week) and 1 credit of screenings (2 hours per week). The contact time for screenings is increased because they are considered equivalent to lab instruction in SUNY standards.

#### CWL 320-G Forms of Interdisciplinary Arts

1. The committee requests clarification on the definition of “interdisciplinary arts.” For example, the proposed topic could easily be offered as CWL 310, and uses the same text. Can students take 320 and receive credit for other courses with similar content? Also please clarify why this sample topic is offered as CWL 320 instead of CWL 310, for example.

#### CWL 330-H Forms of Science Writing

The committee agrees that writing non-fiction about science does not necessarily explore the implications of science and technology, and the syllabus does not demonstrate how the course explores science and society.

The final essay is 50% of the course grade, which seems high and would seem to encourage

low attendance in class.

The author should consider collaboration with the School of Journalism Center for Communicating Science <http://www.centerforcommunicatingscience.org/>

NEW The committee meeting ended before the review of the following courses. The committee hopes to review these as soon as possible.

CWL 305-I Topics in European Literature for Writers  
CWL 315-K Topics in American Literature for Writers  
CWL 325-J Topics in World Literature for Writers  
CWL 450. Senior Project

Comments collected via email:

CWL 305-I Topics in European Literature for Writers

Based on content, this course could be conceived as a seminar rather than lecture.

DEC I seems suitable.

CWL 315-K Topics in American Literature for Writers

DEC K is supposed to examine American cultural diversity through a multicultural perspective. Unless we're mistaken, 6 of the 7 authors listed in the syllabus are white writers. In the more general catalog description, it is certainly POSSIBLE to address diversity and multicultural issues through those topics, but they're not immediately apparent.

The general description itself seems to satisfy that, but it is not so clear that all topics listed involve American pluralism. e.g., one of the topics listed is "An issue in literary theory": it's not clear how that particular one is related to American pluralism.

This one is also listed as a lecture. Should it be a seminar?

The answer to question 19 suggests that the course proposer's approach is "from the perspective of authorial problems," which suggest that the main objective is not in the "content" but instead the writing. Therefore, DEC-K might not be appropriate as proposed.

In the 2010 minutes we were concerned about film use, but I think that is no longer in the current syllabus (and has therefore been addressed).

CWL 325-J Topics in World Literature for Writers

Assuming all the other issues of the DEC are resolved, I think that the "J" DEC for this class is suitable.

Question 13 notes that 50% of the grade is fulfilled by essays, 15% by exam and 25% by poems. This seems to suggest that the emphasis is not on creative writing, but rather, on analysis.

This proposal has a 16-week schedule (should be 14+1)

This one is also listed as a lecture. Should it be a seminar?

CWL 450. Senior Project

Seems to have addressed many of the committee's concerns. Name has changed. They discuss the requirement of collaboration in the description.

This proposal has a 16-week schedule (should be 14+1)

The course as proposed does not indicate the size of the final product; the "progress report" is set at 6-8 pages, and the "project proposal" will be what it is, but what must the "final project" look like? We understand the wish for flexibility, but students deserve some guidance. In the syllabus they mention 30 pages of poetry and a one-act play as possible



models; Could the authors provide more detail in this respect?

Finally, the syllabus indicates a 16-week schedule (should be 14+1). The committee speculates that this is because final project will be due two weeks after the end of classes. In principle, this seems okay. However, generally speaking, work for a given semester is supposed to be completed during while classes are in session to facilitate timely submission of grades and conferral of degrees etc. Otherwise, when would a student know they have graduated, etc? Could the authors confirm the intent for the several syllabi that indicate 16 weeks of instruction?

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**  
20<sup>th</sup> meeting, May 4, 2011– Approved May 11, 2011

Present: Edmund Chang, Ritch Calvin, Beth Squire, Darcy Lonsdale, Martin Levine, Leslie Volpe, Kane Gillespie, Robert Goldenberg

Guest: Julie Sheehan

**I. Committee Business**

- 1 Next week the committee will decide on a meeting time for the Fall 2011 semester. Please bring your calendars.

Minutes of 4/27 - postponed

**II. Routine Administrative Matters**

none

**III. Curriculum Proposals**

- 1 Creative Writing

The committee continued discussion of the proposed Southampton minor in Creative Writing and affiliated courses, and is pleased to approve the minor and courses (effective Spring 2012). The committee thanks Julie Sheehan for attending the meeting and responding to questions.

Remaining committee concerns:

1. The email from Spector, Chair of the Department of English, noted that: “if issues of mutual exclusivity do arise, the Department will consider them on a case-by-case basis.” The committee requests that Spector decide now which courses are mutually exclusive, since the committee interprets that to mean that English may later reconsider issues of exclusivity after the initial offerings of courses. KG will contact Spector for further clarification.
2. CWL 330-H After discussion with Julie Sheehan, the committee agreed that adding “Prerequisite: 1 DEC E and 1 DEC F” makes the courses more appropriate for the ‘H’ DEC. The committee approves the course with the revised prerequisite, since the updated prerequisite ensures that students will enter the course with a background in science and social science.
3. CWL 450: Please include in the syllabus examples of the workload, to give students an idea of the expectations of the course.
4. The committee notes that all “Forms of” courses are topics courses, and therefore repeatable as the topic changes. Please confirm

The following is a list of approved courses (with revised course numbers and approved DEC categories)

CWL 190-B Introduction to Contemporary Literature

CWL 202-D Introduction to Creative Writing: Writing Everything

CWL 300-G Forms of Creative Nonfiction

CWL 305-G Forms of Fiction

CWL 310-G Forms of Poetry

CWL 315-G Forms of Scriptwriting

CWL 320-G Forms of Interdisciplinary Arts

CWL 325-H Forms of Science Writing

CWL 330-I Topics in European Literature for Writers

CWL 335-K Topics in American Literature for Writers

CWL 340-J Topics in World Literature for Writers

CWL 450 Senior Project

**Arts and Science Senate**  
**Undergraduate Curriculum Committee**  
**Academic Year 2010-11**  
**Minutes**  
20<sup>th</sup> meeting, May 11, 2011– DRAFT

Present: Edmund Chang, Ritch Calvin, Beth Squire, Darcy Lonsdale, Martin Levine, Leslie Volpe, Kane Gillespie, Ridha Kamoua, Robert Goldenberg, Arlene Feldman

**I. Committee Business**

- 1 Review minutes of April 27: Approved
- 2 Review minutes of May 4: Approved
- 3 Committee meetings for the Fall semester will be the same time, 10:30AM on Wednesday mornings.

**II. Routine Administrative Matters**

none

**III. Curriculum Proposals**

- 1 MAT clarification to the Bulletin: Approved
- 2 Chemistry updates to the major and minor: Approved  
Updates to Engineering Chemistry: Approved; the committee suggests adding to the requirements that ESE 124 or CSE 130 may be used as substitutes for ESG 111 to allow students greater flexibility.
- 3 General Education Certification and Recertification  
The curriculum committee appreciates being included in the General Education review and recertification process, and agrees to the following points:
  1. The committee agrees that the CAS Curriculum Committee should be the group given the task of certification of new requirements for existing courses, since CAS courses represent approximately 97% of general education course offerings. However, the committee would like to see additional representation to augment the committee, such that members represent each undergraduate area (currently the committee lacks representation from the College of Business and the School of Journalism).
  2. The committee agrees that there should be a hiatus on all other proposals (new majors, minors) during the period of time that the committee will be concentrating on the initial certification of existing courses.
  3. The committee agrees that the Assessment committee should continue serving as the group to assess the efficacy of courses in meeting course objectives.
  4. The committee suggests that the Certification chapter of the report be entitled “Certification and Assessment,” to more appropriately reflect the content of the chapter.
  5. The committee suggests that training be offered to faculty to offer specific ways of assessing learning outcomes, since these specific terms have not been used in the past.
  6. The committee would like to see and comment on the report in its entirety before it is released to the general public.
- The A/S Senate Curriculum Committee (A/S SCC) currently has purview to review and approve curricular proposals (majors, minors, courses) from departments in CAS,

Journalism, SOMAS, Sustainability studies, provostial and academic administrative areas.

- In addition, the A/S SCC is charged by the Arts and Science Senate:  
“It [the A/S SCC] shall review general education requirements and courses”  
<http://www.stonybrook.edu/senatecas/curriculum.shtml>
- The A/S SCC currently serves as the governance unit for the Gen Ed curriculum for all academic colleges and schools – *even those colleges whose regular curricula are not in the purview of the A/S SCC*. The current system has worked well and has not been identified as a flaw in the delivery of the existing DEC.
- The A/S SCC currently serves as the campus Gen Ed certification committee, and the executive secretary of the A/S SCC (aka the assistant dean for curriculum in CAS) serves as the Gen Ed liaison to SUNY along with the Vice Provost for Undergraduate Education.