

MINUTES: ARTS AND SCIENCES CURRICULUM COMMITTEE
Meeting of February 11, 2014

Members present: Profs. Miecznikowski (chair), Rosivach, Sauer, McClure, Fernandez, Peduti, Garvey, Im.

Chris Staecker sent comments on the course proposals before the meeting to the Chair.

The meeting was called to order at 3:33 p.m.

- Introduction of new committee member – Margaret McNamara McClure.
- Approval of Minutes of December 10, 2013 meeting.
Rosivach/Fernandez. No discussion. Unanimous/1 abstention.
- Chair's report and announcements:
- I have reviewed the proposal and I approved the shell courses: MA 395 and MA 495, Special Topics in Mathematics.
- I have reviewed the special topics course proposal and the departmental minutes for "MA 395/MA 495 Special Topics-Fundamental Mathematical Topics from a Pedagogical Point of View." I approved this special topics course.
- I have reviewed the proposal and the departmental minutes for PY 281, Special Topics in Psychology. I approve this special topics shell course.

Im: We have been using Mentor for committee business. The system being retired on March 24, 2014. We wanted to get another system in place before then, but couldn't do so. We expect that only a small number of additional new course proposals will be submitted in spring 2014. Prof. Im is working with ITS on a paperless workflow system for all committee business on campus. The project is expected to be completed this summer. The system will integrate with the existing Banner workflow. It will provide archived folders for all committee documents, and make them available to all faculty. The new system will be appropriate for all committees to use, and will be most effective if all committees use it.

Rosivach: We should shut down our committee's applications now. We don't want to wait for the system to completely shut down as we might lose some data.

Nantz: Will workflow interface with the registrar? Yes, it integrates with DegreeWorks so all data will be accessible by the registrar and the dean's offices, as well as by catalog managers and document management archives.

- Approval of new course proposals
 - **PS 387 – Condensed Matter. Peduti/McClure – Unanimous.**
- Rosivach: There seems to be some confusion on several forms about what we mean by "requirements". Here there are prerequisite courses, in other cases a #2 pencil was listed as a "requirement". We need to be more clear on the form that we mean academic prerequisites.
- Sauer: The course looks fine. The department discussion was not substantial, it dealt with logistics rather than with the course itself. I find the departmental discussion on this course to be unsatisfactory.

Im: Pointed out that the course was discussed by the department more thoroughly when it was approved as a special topics course.

Rosivach: We should encourage departments to go through each piece of the new course proposal form as part of the departmental approval process. This would encourage real conversation and meaningful contributions to the proposer.

Miecznikowski: Chemistry majors can take this, which is good. There is overlap with his research (Inorganic Chemistry and solid state chemistry). I would recommend that Physical Chemistry I and II be listed as possible prerequisites. Right now quantum mechanics is listed as a prerequisite and this is covered in Physical Chemistry. The Department of Chemistry & Biochemistry could include this as an elective.

Peduti: There are lots of nested prerequisites for this course.

- **CI 253 – China and the West: Stories of Encounter. Sauer/Fernandez. Unanimous**

Miecznikowski: The course might be offered as a turbo since they will be showing films.

Rosivach: Pointed out this course was turned down for world diversity. He suggested perhaps students could view films in advance to prepare for class?

Fernandez: The syllabus makes clear that the films are available for students online.

- **TA 150 – Stagecraft. Peduti/Sauer. Unanimous approval of modified motion (see below **).**

Miecznikowski: Asked if the instructor would work with students during lab hours? This needs to be made clear on syllabus.

Im: Lab time might involve building sets and other props. Depending on what students are doing, they might need more supervision.

Rosivach: The same boilerplate student learning goals and outcomes are used on this series of theater courses. Particularly since it seems as though the courses will be taught by adjuncts, who may not be as familiar with Fairfield's process of defining these terms, greater detail in specification of these goals and outcomes would be helpful. Goals and outcomes should be specific to each particular course rather than same for all of the courses.

Im: The department has goals for this suite of courses, which emphasize set and costume design. Also, they are looking ahead to replacing a faculty member who left, getting some courses in place so that the new person can immediately start teaching appropriate courses.

Peduti: Would be good to see connections between goals/outcomes and assignments. We do not ask for this on the new course proposal form, but it would be good.

****Rosivach: Proposes to modify the motion to approval *contingent upon* better articulation of learning outcomes for each course, to replace the more generic learning outcomes for the program in general currently listed on the syllabus.**

- **TA 253 – Costume Design. Im/Peduti. Unanimous approval of modified motion **.**

Im: Recommends the same modification as above.

Garvey: Stagecraft I is for core and majors. This one says it is for majors? Seems ok, other is 100 level.

- **TA 256 – Stage Lighting. Rosivach/Nantz. Unanimous approval of modified motion **.**

Rosivach: Recommends the same modification as above.

- **TA 288 – Scene Design. Peduti/Sauer. Unanimous approval of modified motion **.**

Rosivach: Recommends the same modification as above.

- **TA 215/MU 215 – American Musical Theater: History and Practice. Fernandez/Nantz. Unanimous.**

Staecker: The catalog course description seems overly praiseful of American musical theater as an institution. Is it really a "perfect marriage of form and content"? Maybe it is in the opinion of the instructor, but codifying this in the course description seems to discourage a real objective analysis of the subject. In particular it's hard to imagine this viewpoint allowing any real critique of the American musical theater and how it presents its various themes, as described in the second paragraph.

Im: The prerequisites should list specific courses. "Introductory courses" is too vague. Presumably it could be any 100 level or 200 level course. This needs to be specified so the registrar can add correct coding.

Miecznikowski: This proposal does a good job tying the course into the Creative Life residential college.

Rosivach: The total course points sum to more than 100. Also, this is a team taught course so instructors will take 40-50 students. He hopes that professors fully understand what they are taking on; a course can't just upscale a 20-student course to a 50 student course. It will require more logistical support than they may expect. Seems like they have too much proposed for each class meeting than will be possible with so many students. Perhaps a turbo format would decrease time lost to friction that naturally occurs with large numbers.

Im: Course learning outcomes for this proposal are very good.

Peduti: The proposal suggests it could fit for interdisciplinary programs, but the proposal doesn't indicate which ones or provide support from directors of those programs.

Rosivach: This doesn't matter now, it does not impact the quality of the proposal, but it could have ramifications for student interest and enrollment once the course is available.

Im: If there is no evidence of support from other programs, the form should suggest that they not be included.

Peduti: In the response to this proposer, we should make it clear that if there is no evidence from other programs or departments of support, this should not be mentioned in material for students.

- **BI 330 – Nutrient Metabolism. Rosivach/Fernandez. Unanimous.**

Rosivach: "Requirements" include a list of materials rather than required prerequisites.

Miecznikowski: In student learning outcomes, the list includes elements not minerals. (Oh my.)

Sauer: It is typical in the nutrition world to use this language.

Miecznikowski: Asked if there will there be a lab offered with this course at some point? Could it be a biochemistry course too?

Sauer: No, not without a lab.

Fernandez: Faculty should advise students that Bio won't count both courses (BI 330 and BI 325).

Im: Suggests rewording of the catalog description to make it clear students can't take both courses.

- **BI 73 – Contemporary Nutrition: Food for Thought. Ask departments to meet and consider overlap by March 1. Also need goals. Also fix grading policy.**

Chris: The Course Overview in the syllabus refers to "Nutrition 25". I guess this text is reworked from a description of a similar course at another institution? (I see J. Vernarelli is a new hire, currently at Penn State, where she has taught Nutrition courses.) I couldn't find this text with Google, but we should make sure that the course proposer is the original author of this paragraph.

Miecznikowski: Sees lots of overlap between this course and an existing chemistry department nutrition course.

Sauer: Reported that this came up in core science course meeting. The science faculty on that committee found good bit of difference. The chem-based course is more about biochem pathways/metabolism, and

also about what happens to food when you cook it. This course is more about physiological aspects of a healthy diet. "Biology of Food" is another class that is focused on food, but on the agricultural basis of food.

Rosivach: We could specify that students cannot take both the Chem and the Bio courses?

Nantz: We shouldn't do this without consultation with the departments involved and with the core science committee.

Miecznikowski: Proposes we send the proposal back to both departments for further consideration of the overlap between the courses and clear articulation of the relationship between the courses for students.

Rosivach: Goals and student outcomes are not well developed. The course needs broader course goals in addition to student learning outcomes. Need a higher-level, more abstract set of goals.

Peduti: The grading policy not consistent with University catalog. (D+ and D-)

- **CO 233 – Informational Technologies: Economics, Law, and Policy. Rosivach/Sauer. Unanimous with condition that the proposer has to spell out goals for the course in addition to student learning outcomes and answer question 9b on the new course proposal form (staffing question.)**

Rosivach: None of the Communication courses submitted have 9b answered. Perhaps they are expecting hires, but they still should indicate how these new courses will be staffed. Also, the proposal has learning outcomes spelled out, but need broader course goals. "Requirements" include texts, not prerequisite courses. There is confusion concerning what we mean by "requirements" on the proposal form.

Im: This is a good fit in the expanding curriculum in New Media.

- **CO 242 – Alcohol Addiction and Culture. Rosivach/Peduti. Unanimous**

Rosivach: The 9b question is not clearly answered. Staffing?

Miecznikowski: Pointed out that students will be going to Fairfield high schools for service learning.

Im: Raised a question about prerequisites. It is ambiguous, listed differently in the proposal and the syllabus. These need to be made consistent with one another.

Peduti: There is a good relationship between goals and objectives on the syllabus.

Miecznikowski: There is an opportunity for curriculum infusion with this course.

- **CO 345 – Relational Communication. Rosivach/McClure. Unanimous.**

A motion to adjourn was approved unanimously at 4:45.

Respectfully submitted,

Kathryn Nantz