

## Arts & Sciences Curriculum Committee

### *Draft Minutes*

December 12, 2016

3:30-5pm

CNS 106

**In attendance:** Steven Bayne, Ryan Drake, Johanna Garvey, Terry-Ann Jones, David Lerner, David McFadden, Margaret McClure, Laura Nash, Giovanni Ruffini, Lynn Sally, Kraig Steffen

*Meeting Began 3:30pm.*

#### **Approval of minutes from last meeting**

**Motion:** Steven Bayne moved for approval. David McFadden seconded.

**Vote:** 8 in favor, 1 abstention.

#### **Actions Made by the Chair**

- Course Name Changes
  - MA 435 Abstract and Linear Algebra I to MA 435 Linear Algebra
  - MA 436 Abstract and Linear Algebra II to MA 436 Abstract Algebra
  - EN 264 African American Fiction 1940 to 1980 to African American Fiction 1940 to Present
- Final Approval of Provisionally Approved Courses

- EN 145 (King Arthur) & EN 204 (The Literary Fairy Tale Tradition) from Spring 2016
- Change of IL 298 from 1-3 credits to 0-3 credits.

### **Economics Proposal to Move to DSB**

- This proposal is returning back to ASCC after the College Faculty Meeting.
- Look at this from the College's curriculum standpoint. What curriculum changes would be involved?
  - Elimination of the CAS Economics B.S.
  - Creation of the CAS Economics B.A. Quantitative Track
- Kathy Nantz – To be considered for approval is the elimination of CAS Economics B.S. The proposal is generally the same. Something that is new is the 5-year review that explores if the changes work, need improvement, or need to be changed again.
  - Steven Bayne – looking at numbers – 65-70% of Economics students currently do the B.A. degree and about 10 students graduate each year with a B.S. Would the handful CAS students be forced to graduate with a B.S. in Business or a B.A. with a Quantitative Track?
    - Kathy Nantz – Yes, now they would get a B.A. degree with a Quantitative Track. In 1995, there was only the B.A. degree. Intention for the introduction of the B.S. shows that they completed a quantitative track. It is going to be the same curriculum but just called something different.
  - Ryan Drake – Why include website in there for overall justification?
    - Kathy Nantz – Just to provide all the information for the committee – this is something students see and look at when deciding between a B.A. or B.S. Our job is to clearly show students which path is better for them and outlining it for them. We have looked at this in a thoughtful way not just attending a best value school or a trend. Department is full of great advisors that work with students on making choices.
  - Steven Bayne – One of the things he worries about is the advising of CAS B.A. students in Economics. What happens with the great advising when the connection between CAS and Economics grows apart when the current professors in the department are gone?

- Kathy Nantz – There is no guarantee when she retires. It is certainly true that advising will be different, but if it appears that there is a neglect of CAS students that will show up in the 5-year review. Economics professors currently advise many Business students and the level of advising isn't different compared to advising for CAS students.
  - David Lerner – Is there any data or history on how the B.A./B.S degree from different schools and how that worked out from other Universities?
    - Kathy Nantz – There is no data like that available. She only has anecdotal data from colleagues from various schools. The reason why Economics did not go to the business school when it was created was for personal reasons.
  - Steven Bayne – Is the quality of advice and direction of B.A. degrees going to lessen? Seems risky to him.
    - Kathy Nantz – We advise DSB students all the time and we spend a lot of time advising them now informally. Those students are those who double major, minor and they are outside of our school.
    - Steven Bayne – Just worried about future professors and oversight for B.A. students.

**Motion:** David McFadden moved to combine all three decisions together (1. Elimination of B.S. degree from CAS; 2. Creation of B.A. Quantitative Track degree in CAS; 3. 5-Year Review in March of 2022)

- Discussion:
  - David McFadden – Has concerns over B.A. students but this is what the Economics Department wants. We should just track the progress the best we can.
  - Steven Bayne – Against the motion. Doesn't seem like great idea to close the B.S. degree in CAS. Thinks that DSB should have another B.S. degree. From an outside perspective it seems confusing what a B.A. with a Quantitative Track is, they would have to dig to see what that exactly means. What motivation does the College have to close the B.S. and only have a B.A.? Why should CAS give up a viable degree?

- Laura Nash – They cannot have more than 2 degrees according to CT laws.
  - Steven Bayne – They can offer a third degree if they go to the state and apply for another one. But that is not a CAS problem.
- Kraig Steffen – Maybe we should trust the Department that they have thought this through to get rid of a degree. Should we make them keep a degree that they don't want?
- Ryan Drake – Seems contradictory and meaningless to have a B.A. track.
- Margaret McClure – What about the 70% that does not have a degree in DSB what are their options? Seems like a large percentage of their students. It doesn't seem like a B.A. with a Quantitative track is comparable to the B.S.
- Terry-Ann Jones – In favor of the motion and agrees with Kraig Steffen in terms of trusting the colleagues that they know their discipline and their students and that they did their due diligence in their research. She has had reservations in the past. Being the director of International Studies with 2/3rds of the majors are in the school of business and the entire faculty is in CAS. That has not compromised advising, the program, or the students. She trusts that the faculty will do what is best for the students.
- Kraig Steffen – What happens if we say no?
  - Giovanni Ruffini – The proposal will go through the committees but has been told that each vote will be considered under advisement.
- Laura Nash – Does not see any added value with having a B.A. Quantitative Track in the College. Do we feel like there is value to offer a B.A. with a track but having a B.S. seems like splitting hairs.

**Vote:** 2 in favor; 6 oppose motion; motion failed.

**Motion:** Terry-Ann Jones motioned to separate the three decisions. Motion to eliminate B.S. in CAS.

- Steven Bayne – What does the college gain in losing the B.S. There is no benefit to the College and its curriculum.
- Kraig Steffen – Doesn't see the value of making them do something they don't want to have. Things like hiring adjuncts and course scheduling for a degree they don't want.
- David Lerner – the B.A. seems to be sugar coating the loss of the B.S.

**Vote:** 2 in favor; 6 oppose motion; motion failed.

Margaret McClure – If the move of Economics to DSB proceeds and is approved by the other committees it seems like a 5-year review would be beneficial to see the impact on students.

**Motion:** Margeret McClure motioned if the move of the B.S. in Economics degree from CAS to DSB and the creation of the B.A. Quantitative Track is approved and is passed in academic council and goes forward, the ASCC will perform a 5-year review in the Spring of 2022.

**Vote:** All in favor.

### **PH 399: Capstone**

**Motion:** Steven Bayne motioned to approve PH 399: Capstone Experience.

- Steven Bayne – This has been in the works since the program review to consider a capstone experience. A survey performed shows that there is something missing in the major. One thing is work with peers. Capstone will be determined by students what kind of projects they will work on. This will also be a good vehicle for assessment.

- Laura Nash – Catalog description the prerequisite is just 2 courses in Philosophy. So can a sophomore take this? This part seems weird, but thinks overall the course is great and necessary for the curriculum.
  - Steven Bayne – We didn't want to have a higher prerequisite in case a senior can't fulfill higher-level courses in time for graduation.
- Johanna Garvey – There isn't a vote from the Philosophy Department included in the minutes.
  - Steven Bayne - There was a vote. It must have been deleted from the minutes. There was one abstention. The capstone is important for studying Philosophy at Fairfield.

**Vote:** All in favor.

#### **HU 201: Technical Skills for Liberal Arts Majors**

- Under the school of humanities course under the Humanities Institute.

**Motion:** Laura Nash motioned to approve HU 201

- Laura Nash – This grew out of a need in the Humanities Institute. Seems like a great way for liberal arts majors to learn essential tools for their future in the workplace.
- Ryan Drake – Can be used and modified for newer technologies.
- Kraig Steffen – This seems like an odd course, wouldn't many students learn these skills in other courses through assignments, homework, and classwork? What about a workshop instead of a course?
- Laura Nash - This would be an elective they can choose to take it if they want to and this would go on your transcript to show competency learned.
- Lynn Sally – She sat in the Humanities Institute meeting to hear how this course was formulated. Ron Davidson worked with ACDC. They used a lot of back work and research to

make this course useful and academically sound for students. Students learn how to use these skills in application for their other courses.

- Margaret McClure – Who would teach this? It also seems strange that this is housed in the Humanities Institute.
  - Giovanni Ruffini: Matt Tullis from Digital Journalism would teach this.

**Vote:** 5 in favor; 3 abstain; motion passes.

### **EN 141 as a One-Week Turbo**

- EN 141 is an existing course. The vote would be for: Needs a justification why the reduction in time to a on-week turbo.

**Motion:** Margaret McClure motioned to approve EN 141. Ryan Drake seconded.

- Margaret McClure – The Department seems to think that the one-week in Shakespeare immersion is sufficient and has adequate pre- and post- work.
- Kraig Steffen – Argument seems good. Seems intensive with the pre-work. They have to trust that students actually do the pre-work.
- Steven Bayne - What about the students? 4 hours then a 10-minute break and then 4 hours on Shakespeare. That seems hard.
  - Johanna Garvey: This should be revised and reconsidered.
- Kraig Steffen – One concern is: is there enough reflection time?
  - Laura Nash: In the History of Jazz class there is a lot of pre-work but the students take more out of the class because they are totally immersed in the material. They are completely focused on it versus a normal semester course.

- Terry-Ann Jones: Concern over the quick turn around on final paper. This doesn't impact vote but should be a consideration for the professor. Students need more time for reflection.

**Vote:** 7 in favor; motion passes.

*Meeting Ended at 5:03pm.*

**Minutes Submitted by:** Kat Clements