

***Arts & Sciences Curriculum Committee***

***Draft Minutes***

March 21, 2017

3:30-5:00 p.m.

CNS 304

**In attendance:** Steven Bayne, Ryan Drake, Johanna Garvey, David McFadden, Margaret McClure, Laura McSweeney, Laura Nash, Giovanni Ruffini (Chair), Terry Ann Jones, Lynn Sally, Jaqueline Vernarelli

*Meeting Began at 3:30pm.*

**Approval of minutes from meeting of February 14, 2017**

**Motion:** Jaqueline Vernarelli moves to approve; Laura McSweeney seconds

**Vote:** All in favor; motion passes unanimously

**Note of Actions Taken by the Chair:**

Ruffini – Most of these actions are relatively self-explanatory. The one that was slightly confusing was moving the Health Communication for Health Care Professionals from a CO number to an HS number. I attached the minutes which I hope will clarify what is going on there.

I have a response from the ACEC regarding the Committee's motion passed for certificate language and governance documents for certificate language. They want the ASCC to take this to the EPC first. I'm not clear, and was unable to get an explanation, as to why they thought EPC had jurisdiction over the governance language for certificates. They write that:

EPC has already had some discussions over certificate programs and they play a large role in the development in the JOR appendices on approvals and routing. We agree that there is a need for clarification with regards to certificate programs, but the solution you prefer may be unnecessarily complex for these programs that simply package a small set of courses that have already been approved. We would like to suggest that the EPC consider a new appendix that would define certificate programs, clarify what materials would be needed for a proposal and specify a routing procedure.

Ruffini will not consider the ASCC's role in this complete until he receives word from Carl Scheraga, Chair of the EPC.

### **MFA Certificate Program**

- Sonya Huber – The certificate program will be a new piece of the MFA program. This has come about partially in response to the needs of writers who don't yet want to commit to a full MFA program, but have writing projects underway and want to take classes.

The Certificate would:

- Allow students to get samples.
- Let students that are not able to commit to the full structure of the MFA program (4 nine day residencies and 4 semesters) to do 2 semesters remotely.

Benefits:

- MFA faculty is in favor of this because it would give them additional mentoring revenue.
  - Nothing needs to be done in terms of changes to the program.
  - It allows an on ramp for additional students to come into the program *after* they have a chance to get mentoring. They have an opportunity to get a sense of what the MFA program is actually about.
  - 12 credits will be transferrable if a student is admitted.
    - Admission process for the program remains in place.
- Drake - Will this be taught mainly by adjuncts? Will they support this?
  - Huber –There are 3 full time faculty members that work with the MFA program; the rest of our staff is adjuncts. They are in support of this. It wouldn't be a situation where they are asked to take on certificate program mentees and feel obligated to do so. If for some reason the part time faculty is unable to work in the certificate program, we have a full roster of MFA graduates that can take that on.
  - Nash – In undergraduate programs, people can pay to take a class.
    1. Why would they need to get a certificate if they are not taking classes?
    2. Why can't the adjuncts work with them directly as a resource? Why is it a *certificate* program working 1 on 1?
  - Huber:
    1. The *packaging* of a certificate offers 12 graduate credits. The fact that it is work that can then be transferred into the program is an option that only a few other low residence programs in the country offer.
    2. When you have a writer that wants to take a graduate class, they need a certain level of skill. It takes a certain level of assessing where they are at (a pretty intensive process).
 

It's more difficult to have a drop in situation without having a student submit a sample. We want some sort of control over who comes in. Because of our program structure, we have not had the ability to take out the courses from a low residency structure to a degree program.

The difference between a 1 on 1 with feedback (on their work) and a casual relationship, is that most of our mentors have been with the program coming up on 10 years. They have developed a specific system of working with low residence students over a course of a semester. Many of these faculty members **do** take on additional individual editing relationships. The benefit of the certificate is the graduate credit, a structured format and mentoring while working on a book.

- Nash- Still doesn't understand why this has to be a certificate, and not just taking a class.
- Sally – There are no classes in an MFA program. You can't come in and sign up for a 3 credit course. The MFA program has a 9 day residency which is 6 credits. Then there is a five month experience (9 credits) one on one, very laid out and detailed. The certificate proposal will take out the five month mentorship, and cluster two of them together. At the end of this mentor process they will have a book.
- Bayne – You said the only resources necessary would be the additional stipends - 2/3 of the faculty MFA stipend. What is the rate of the current MFA Stipend?
- Huber – Two tiers depending on how long the faculty member has been with the program.
  - 2,100 per student per semester
  - 2,400 per student per semester
- Bayne – 6,600 for 12 credits, will that cover the cost of the part time rate?
- Huber – Yes, the part time rate would be a little over 4,000. The credit rate is the same as the MFA credit rate.
- Bayne:
  1. Under the “need for the program”, where there any market studies or surveys done?
  2. Is there data on how many people might be interested in this program?
- Huber:
  1. There is a chart in the back containing 4 examples of programs where someone can take graduate credits (separate from an MFA degree) within a low residency model.

2. Sixty-five percent of students are from Connecticut and surrounding states. We have had quite a few inquiries throughout the years from local students. There are a number of local writing workshops where students want to go up to the next level, but are not ready for the MFA program.

- Garvey – This is different than face to face feedback, it could potentially be an extension of the workshop. The transferrable credit is a good opportunity.
- Sally – The proposal consists of taking out the 5 month mentorship and clustering two of them together. The idea behind it is at the end of this mentorship process, they will have a book.

**Motion:** Margaret McClure moves to approve; Ryan Drake seconds

### Comments

- McClure – I think it is a good secondary option.
- McSweeney – I think it is competitive given there is nothing like it.
- Bayne – Because we *can* offer a program, should we? Is this a feeder to the MFA - Creative Writing? I don't know if it is good reason for adding a program. Is this the right curriculum or does this enhance the curriculum for the College?
- Sally – I don't think it changes the curriculum at all.
- Garvey – Without University College, this may take the place for that community.
- Jones –Thinks the certificate proposal is applicable for this particular type of program.
- Sally – I think that the certificates were largely created to deal with the material reality of the master's degree programs in the CAS. We are now above 20 in four of our programs. The MFA used to have 40, now it has 80. We are trying to enhance our programs that are already

here, rather than creating new graduate programs. Currently, nothing new is being proposed in the certificate programs - only a clustering of what already exists. In terms of curriculum, I don't see there being any changes. This may be a way to bring in new students.

- Drake – Since the closing of University College, this seems to be a replacement version. This seems to be a little more integrated. It appears there is a desire to do this by the faculty, and they are willing to take on the hard work.

- Nash – Agrees, and likes the fact that it doesn't cost anything. If no one takes it, there's no output of money.

**Vote:** All in favor; motion passes unanimously

### **Islamic World Studies Minor Proposal**

- Ruffini – This is the second version of the proposal the Committee has seen. Martin is teaching, so David Crawford will explain the new, improved version.
- Crawford – There were procedural issues such as lack of minutes. We submitted minutes from the last meeting. We did a better job on governance structure and reassessing where we are.
- Bayne – Concerned about the governance structure - If a professor does not teach two Islamic courses, they would not be eligible to be on the steering committee.
- Crawford – We would have to change the governance from teaching 2 courses and 1 every other year **TO** teach 1 course every other year.
- Nash:
  1. Can this be proposed regardless of the history course listed that is not yet approved?
  2. Do you have a Program Director?
- Crawford -
  1. Yes, there is a course or two that Sunil is in the process of getting approved, etc. The course is in there primarily as a place holder.
  2. We have a Program Director, but we did not ask for a stipend.
- Ruffini – Why one Arabic course as opposed to two?

- Crawford – In the first Arabic course, there is **so** much cultural expression in the way the language is structured and how it is different from the western language. That is valuable in itself. By the second level, you are memorizing vocabulary and how to conjugate verbs. Although this is still valuable, we didn't want it to take the place of other courses.
- Garvey – With the schools as they are situated now, you would do yourself a service having a director's stipend in the budget as a formality.
- Jones – Suggests adding a stipend in the budget, for the Director, after the minor is established.
- McFadden – A budget for the program should be established from the very beginning.

**Motion:** Terry Ann Jones motions to approve; Ryan Drake seconds

Suggestions for improvement 1. Once the minor is established, a stipend should be set for the Director. 2. The minor should establish a budget from the beginning.

**Comments:** Committee agrees there is student interest in this area.

**Vote:** All in favor; motion passes unanimously

## Course Proposals

### AS 484 Health and Healing in America, 1650-2000

**Motion:** David McFadden moves to approve; Jackie Vernarelli seconds

- McFadden – Louise Palmer developed these courses for undergraduates in Health and Healing in America and in Western Science. They have been very successful. This was a request from Nursing Studies - developing a graduate level course in American Studies.
- McSweeney:
  1. There was not a final exam statement on the syllabus; I'd like to see that put in (an explanation).
  2. How often will this run?
- McFadden:
  1. There should be a final paper; it must have been left out.
  2. It will not replace the way American Studies works; it will be offered in rotation.
- Bayne - Recommends putting in the number of unexcused absences allowed.
- Ruffini – Points to be passed on:
  1. Final paper deadline
  2. Grad statement on plagiarism
  3. Correcting the statement on excused absences

**Vote:** All in favor; motion passes unanimously

## **PH 283 Philosophy and Pornography**

**Motion:** Laura McSweeney moves to approve; Johanna Garvey seconds

**Vote:** All in favor; motion passes unanimously



McSweeney – A well written proposal, the minutes answered everything I needed to see.

## BI 216 Principles of Epidemiology

**Motion:** Laura Nash moves to approve; Laura McSweeney seconds

- Vernarelli – This course is developed from splitting what used to be BI 317, which was a 3 course, plus a 3 hour lab - an overambitious two courses, combined into one course. I had initially taught this course in conjunction with BI 317. I felt like I could not expand epidemiology within the lecture portion of the course.

A separate course at the 200 level would allow me to:

- Go more in depth with key concepts and topics.
- Make it more broadly applicable.
- Enable me to give an exam.

We have students interested in pursuing public health. I would like to know, with confidence, that they have understood these concepts before recommending them for future graduate work.

- Bayne:
  1. For unexcused absences you get a zero for an in class assignment, but is there a penalty for not attending?
  2. If the grading in this course follows standard guidelines, final grades do not have D+ or D-. You can use that for in class grades only.
- Vernarelli:
  1. There is no penalty for not attending unless they miss in class assignments, which are unannounced.

2. The final grades will not contain D+ or D-. I will make that change or add a line explaining this is for in class assignments.
- Drake – Suggests noting office hours are by appointment.

**Vote:** 8 in favor; 1 abstention, motion passes

### **Psychology Bachelors Revisions**

- McClure – This is coming out of our Program Review.
  - We looked at competitor institutions.
  - We have added several new faculty members in our department within the last few years.
  - Simultaneously, the American Psychological Association has revised their guidelines for undergraduate education.

These three streams have converged and we are proposing to change our curriculum. Presently, we offer two degrees, a B.A. and a B.S. We feel as though this does not reflect the current state of

Psychology, so we are proposing to offer only 1 degree, a B.S. We do not anticipate any changes in terms of the number of majors or courses that will be offered.

- Vernarelli – What percentage of students currently have a B.A.?
- McClure – The large majority of current students have a B.A. Our current B.S. degree is the B.A. plus pre-med. It is very burdensome for students that are not going into medical school or the health professions program.
- Bayne – How will the enrollment of the other natural science departments be affected as a result of the change?
- McClure – We are not requiring any courses outside of psychology for the B.S. We conceptualize this as psychology is a science, a behavioral science. We feel a B.S. is a better title for what we offer. The courses will not change.

**Motion:** Laura McSweeney moves to approve; Laura Nash seconds

**Vote:** 8 in favor, 1 abstention; motion passes

### **Routing Procedures for Courses Outside of Departments and Programs**

Ruffini notes this will be back on the agenda for the April meeting.

*Meeting adjourned at 4:47 p.m.*

**Minutes Submitted by:** Jean Siconolfi