

Arts and Sciences Curriculum Committee Meeting Minutes  
December 11, 2018, 2:30 p.m.  
CNS 5

Attendees: Sergio Adrada Rafael, Rachelle Brunn-Bevel, Carol Ann Davis, Richard Greenwald (Dean), Olivia Harriott, Ryan Drake (Sitting Chair of Committee during Martin Nguyen's absence) Martha LoMonaco

**Call to Order**

Dean Greenwald informs the Committee the program of Industrial and Organizational Psychology is moving from GSEAP to the College. It will be housed within the Department of Psychology. Sue Rakowitz suggested a governance structure which will be followed. This is not a new program; it is a new house for the program.

**1. Approval of Minutes for the November 13, 2018 meeting**

**Motion: LoMonaco moves to approve; Adrada Rafael seconds**

**Vote: 5 in favor; 1 abstention; motion passes**

**2. Chair's Announcements**

Drake states there are no announcements for this meeting.

- Drake - Core curriculum offerings are now using different teams for the 101 courses. Should we ask for two documents - one tracking their role in the core and one regarding major and minor curriculum changes?
- Greenwald agrees and states this should be documented.

**3. Course Proposals**

**EC 237 Fair Trade and Microfinance**

Professor Helena Keefe presents the proposal and states it is a service learning course. She received a service learning grant last year, worked with the Service Learning Department and went through an entire training process to put this course together. The course has two elements which students in the International Studies, Economics, Politics and various interdisciplinary programs will find very interesting. The partnership is with an organization called Spes Nova, a non-profit organization based out of Fordham University. It partners Jesuit Universities across the world to work on fair trade and micro finance. Spes Nova is a website that brings artisan products to the market from developing countries. They are hoping to work with students in Lima, Peru in the Antonio Ruiz de Montoya University as a partner organization. Keefe attended a conference there and discussed the details. There will be a number of specialized speakers, individuals out in the field and specialists at Fairfield who will talk about fair trade and micro finance. The service learning component will allow the students to run the class as a small business. The students

will be paired in groups. They will be responsible for inventory and database management including the financial aspects of the project, sales and distribution, marketing, social media, campus awareness and micro finance crowd funding outreach. Fairfield students will be responsible for the artisans on the website. The students in Lima will be responsible for maintaining contact with the artisans through the artisan association they have established there. This will include tracking inventory from artisans, taking pictures, offering pricing suggestions and keeping an inventory of goods that will be exported. They will also be responsible for the shipping and logistics of the parts, price distribution, communicating with artisans about the sales and distribution of products and distributing funds to the artisans once the sale is finalized with the Fairfield partners. Additionally, they will assess the means of the artisans with respect to microfinance or business development and communicate those means to the Fairfield students. On our side, students will be responsible for the selection of goods. They will receive an inventory on what artisans are making, select products and choose to bring those products to market. We will start with a fund of \$1,000 from the service learning component and the economics department as a startup. It is seed money because once the students buy the goods and sell them on campus, the money will go into the fund and go into the next iteration of classes. The students are getting exposure in running a small business as well as the logistics behind trade. Hopefully, the students will have the opportunity to travel to JFK once the goods have been sent. This will enable them to go through the whole process of paperwork, importing the products and going through customs. Students successfully completing the course will receive a Certificate of Internship with Spes Nova.

There will be 2 exams, weekly readings, weekly reflections and a final paper/exam.

- Drake – How much of your own time will be put into this?
- O’Keefe – I will run this course as a turbo, half of the work will be from the academic side, lectures, discussion, seminar and the other half of the time would be spent doing the actual project. There will be a lot of work for the initial set up, but after that the majority of time will be dedicated by the students within the classroom, and I will be overseeing their progress and checking in. I don’t envision this as a prohibitively time consuming project.
- Davis – Service Learning may offer a service learning associate, a student in a higher level course employed by service learning, to do a lot of the logistical work. They often facilitate the reflective writing piece.
- Brunn-Bevel– How many students do you anticipate might take the course? Regarding the Fair Trade at Fairfield in week 13, how would they come to campus and sell these products?
- Keefe -I would hope the class would run with 20-25 students. Ideally 3 to 4 students in each group. We may have a fair at the end of the semester. Hopefully, the students could man the table for an hour or two. Also, possibilities of going to the local Farmer’s market, pop up shops, bookstore, etc.
- Adrada-Rafael – Could you tell us more about the interaction with the students in Peru?

- Keefe – The interactions will be heaviest in the beginning of the semester. In Lima, they start their semester in early August. They can reach out to the Artisans, do their inventory, take pictures, set up pricing and send that information to us. In early September, Fairfield students will be interacting with students in Peru, choose the goods they will offer and make suggestions to the Artisan for future production. Every other week they will communicate regarding how the products are doing and about microfinance needs.
- Drake – Suggests a few recommendations:
  - Under the attendance and participation requirements on the syllabus, a greater degree of specificity would be helpful regarding the amount of classes required.
  - Under Academic Integrity and Office of Disability Services, you may want to provide extra information such as a web address to go to or a phone number for disability services.
- Brunn-Bevel – regarding the disability services, there is an updated statement in the faculty/instructional handbook which provides language that can be helpful.

**Motion: LoMonaco moves to approve; Davis seconds**

**Discussion**

The Committee agrees that it is a healthy solid course and the service learning aspect is brilliant.

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

**Interdisciplinary Major in Behavioral Neuroscience Proposal**

Proposers: Professor Shannon Harding and Professor Margaret McClure

Harding – The psychology department has had a minor since 2014 and it became a concentration 2 years later in 2016. This was based on a number of factors, mostly student interest and the content of our faculty - Margaret McClure, clinical neuropsychologist, Shannon Harding, behavioral neuroscientist, Ron Salafia, neuroscientist by training and Linda Henkel. This past summer we received a College of Arts and Sciences Curricular Innovations Grant. McClure, Harding, Gerry and Phelan worked on this proposal and looked into area institutions to see how feasible it would be to start a new major in psychology. Neuroscience or behavioral neuroscience is offered at several local area institutions including Quinnipiac which has a long standing BS in behavioral neuroscience. Connecticut College has an interdisciplinary major in behavioral neuroscience, Stonehill has grown their neuroscience major over the past 12 years. Trinity, recently developed a new 5 year master’s program. In the past year, Sacred Heart developed a BS in neuroscience. Holy Cross developed an interdisciplinary minor in neuroscience.

- As of last spring, we have approximately 38 students who are interested in the minor or concentration. The Dean’s letter of support suggests we have 26 now, which is a pretty high number.

- The Program Review in 2013-2014 noted that the department was well positioned to offer a degree in Behavioral Neuroscience.
- The required courses are outlined on page 3 in the proposal. A one year sequence in behavioral neuroscience and a cellular science course. The hope is that when we bring in a new faculty member in cognitive neuroscience that person will help us develop a slightly different course with a lab component in cellular and molecular neuroscience - probably offered in the spring of 2020.
- The capstone experience can be a senior seminar course, an upper level lab course or other options.

Fundamental to any experience in neuroscience is a strong background in biology and chemistry. We are recommending a one year sequence in general biology with a lab, one year sequence in General Chemistry with lab courses, organic chemistry with lab courses and an additional course in physiology. Also, six additional electives across psychology and biology with at least 2 drawn from each area.

With the hiring of our new faculty member we envision we will be able to offer a course like cognitive neuroscience and other specialty courses.

We are recommending the degree in behavioral neuroscience be housed in psychology. As the biology component is important, we are recommending an advising board of 2 faculty members from biology and 2 from psychology to vet the courses that will fulfill the ongoing requirements.

In terms of resources, the program needs an additional hire who will have formal training in the cellular aspect of neuroscience. We are envisioning one additional psychology hire that, if trained, can teach regularly in biology. Biology would serve on the search committee to ensure they have the training to teach a section of physiology or cellular biology in order to meet the needs of our students. A search next fall would be ideal.

Additionally, if an animal person is brought on board, we have plenty of room in the animal facility, a fully functioning Institutional Animal Care and Use Committee that oversees all of our animal research. We may need a full time person for the maintenance of the animals.

After we submitted the program to Biology, they had a discussion and shared their minutes. Harding pointed out the motion made on the second page of the minutes approving the behavioral neuroscience major proposal with noted edits. Harding confirmed they are happy to make those edits for the Undergraduate Curriculum Committee. Essentially, they want to reaffirm that this is a position in psychology and is not taking away a biology position. There is concern about General Biology III and whether that course should be required. This will be revisited with the biology department if they find the students are not prepared. Currently, they have supported that it will *not* be required. They are going to waive that requirement.

McClure - Many of the students attracted to this will go on to graduate training. There are a number of programs, such as cognitive neuroscience and behavioral neuroscience. Additionally, it is great preparation for medical school and technical positions.

**Motion: Harriott moves to approve; LoMonaco seconds**

**Discussion:**

The Committee agrees it is a good major and it will attract interested students.

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

**Course Proposals:**

**AH 101 A,B,C,D,E,F**

**Motion: Davis moves to approve; LoMonaco seconds**

- Drake – This seems straight forward. Many departments are currently doing this.
- Brunn-Bevel – Appreciates that the faculty got together on their retreat to work on the new courses and consulted with Davis as well. It is good for goals and objectives.

**AH 101A Exploring Art History: Technology and Art**

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

**AH 101B Exploring Art History: Migration and Art**

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

**AH 101C Exploring Art History: Life, Death, and the Afterlife in Art**

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

**AH 101D Exploring Art History: Propaganda and Art**

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

**AH 101E Exploring Art History: Sex, Sacrilege, Scandals**

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

**AH 101F Exploring Art History: Destruction, Plunder, Preservation**

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

Davis – suggests under course goals to use the word “demonstrate” rather than have. If demonstrate doesn’t appeal maybe “possess”.

## PH 252 Philosophy as a Way of Life

### **Motion: Drake moves to approve; LoMonaco seconds**

- Brunn-Bevel – As they are IDEA objectives, should the course have more course specific goals and objectives and should they be separated out?
- Adrada-Rafael – Refers to the portion in the syllabus under Presentation and Report:  
“Students are required to choose one of the three “schools” covered in class (Epicureanism, Skepticism, or Stoicism) and live according to it for three full, consecutive days. This will involve employing appropriate spiritual exercises, i.e. techniques meant to support living according to an appropriate conception of the good life. Each student will give a short presentation to the class about her or his experiences.”  
He is wondering if this can be controlled.
- Davis – The report and presentation would give examples.
- Drake – The assumption is if there is enough material in the presentation, it will be enough.
- LoMonaco - Questions the turbo style used for this course.
- Drake – In the turbos you realize you can make some real progress in investigating ideas together. The general assumption in a Philosophy course is that the students are going to be attentive for basically 55, 75 or 2 1/2 hours.

### **Vote: All in Favor; motion passes unanimously**

Meeting is adjourned at 4:07 p.m.

Minutes submitted by: Jean Siconolfi