

Arts and Sciences Curriculum Committee Meeting Minutes
April 9, 2019, 3:30 p.m.
CNS 8

Attendees: Sergio Adrada Rafael, Rachelle Brunn-Bevel, Ryan Drake, Richard Greenwald (Dean), Olivia Harriott, Martin Nguyen, Margaret Wills

Call to Order 3:30 p.m.

Motion: Nguyen moves to reorganize the agenda by placing the course proposals at the end as they do not have to run until the spring; Drake seconds

Vote: All in favor; motion passes unanimously

1. Approval of Minutes for the March 12, 2019 meeting

Motion: Wills moves to approve; Adrada Rafael seconds

Vote: All in favor; motion passes unanimously

2. Chair's Announcements

A Special Topics course for the spring was approved - an early submission to get it on the books for the spring semester.

3. Proposed Changes to the Communication and Public Relations Major

Professor Sean Horan:

- Speaks about the idea of the social science credit - In the existing core, our students must leave the department to take a social science core. Professor Margaret McClure noted they were the only department in social sciences that does this. For the Magis Core, our goal is to allow students to take a social science core in our department. Communication already counts as a social science. We are counting that for our students now, allowing us to further ground them in our curriculum.

Motion: Harriott moves to approve; Drake seconds

Discussion

Nguyen – It seems to level the playing field and keeps all departments' standard.

Adrada Rafael – It is fair when you compare it to the other departments.

Wills- It was motivated by a strong desire to have students experience the breadth and interdisciplinary that is the foundation of our field.

Vote: All in favor; motion passes unanimously

4. Proposed Changes to the Master of Arts in Communication

Non-thesis option

Horan – Currently, our graduate program requires a thesis - 10 classes, a thesis proposal followed by a thesis, totaling 12 classes. This is out of step with discipline norms and is a recruitment barrier. We believe the students would benefit from the additional six hours of coursework rather than an in depth thesis project. If they intend to pursue a Ph.D., the thesis option is still available to them.

Nguyen – Do most students gravitate towards the non-thesis option?

Horan – Students seem excited about this option.

Drake – Two more courses, seems like a lot of work. Do you think students are better served with this option?

Horan – They receive more education and a better understanding of the discipline, creating a large skillset that is more marketable. It helps them in their career. Through advising, there can be conversations with students regarding their goals/aspirations and direction towards options and cost benefits.

Motion: Adrada Rafael moves to approve; Wills seconds

Discussion

Drake - Comments that his general assumption for a Master's degree was that you complete a thesis, but he is open for a change.

Greenwald-notes you may lose students if a thesis is required

Wills – A number of students across classes find ways to extend research on a particular topic. They may have written a 25 or 30 page paper on a particular topic in their graduate courses.

Vote: All in Favor; motion passes unanimously

5. Proposal for the Master of Science in Communication Disorders

Horan - This is a great opportunity with our department. The curriculum aligns with our goals - a Jesuit education, serving others and reaching out to the community. There is a need in the community; it helps to extend the scope of our graduate education. The department has endorsed all three of these proposals.

Greenwald – Previous administrations did an analysis on what programs would fit our mission and what there was a market for. In order for this to be launched and successful, it must meet national accreditation standards. There is a syllabi that lists the standards and all that it corresponds to. If it does not meet those standards, the students may not sit for the licensing exam and therefore, cannot be speech pathologists. There is a huge shortage in the state for programs in speech pathology.

Nguyen – Was the projection of 25 students based upon the earlier work of the previous studies to see if this is a desirable program?

Greenwald – If you have more than 25 students in the cohort, basically, it has to be three times the size, have an onsite speech clinic and an audiology arrangement for dispensing hearing aids. If we stay in the 25 student cohort, we can have a community partnership enabling us to run a very high quality program. This would require full time faculty and staff assistants. There must be an 85% pass rate on students' first attempt on the praxis exam.

Harriott – What are the prerequisites?

Greenwald- Anatomy and physiology, 2 social science courses, and developmental psychology.

Adrada-Rafael – How many departments would be involved in teaching?

Horan – The faculty from the Communication Master's program will teach. They will be required to have a current speech pathologist license.

Brunn-Bevel – Where are will students obtain their clinical methods?

Greenwald – In partnership with the veteran's administration, schools in Bridgeport (through GSEAP's connections) and through speech clinics. The clinical supervisors would be adjunct professors.

Motion: Harriott moves to approve; Drake seconds

Discussion

Nguyen – On a curricular level, he is impressed.

Greenwald – A feasibility study must occur; all resources must be in place before we are allowed to admit students.

Harriott – The fact that we have students with various needs in this area, speaks to the needs of this.

Drake – Would like to see a list of prerequisites with an understanding of the types of students we are looking for and how this will all work. Part of our job as a committee is to help produce the strongest proposal.

Greenwald – It is contingent on what their accreditation standards are.

Nguyen – We would like this list to demonstrate that we are aware of this. We will suggest page numbers as well.

Vote: All in favor; motion passes unanimously

6. Proposed changes for the elective course offerings for the Master of Arts in American Studies

Professor Bayers:

Explained the objective was for a more cohesive program. The electives were scaled back from 44 to 24 a couple of which are independent studies, one special topics and one elective - ASHI 442 (will operate as a shell). These courses have been taught at least once in the past 3 or 4 years, and there are faculty members available to teach these courses. As a result of the shell courses, 3 offered in a year and 3 electives a year down from 6, it may take about 7-7 1/2 years for all of these course to appear. He is not sure if this creates a problem in the long run. We will continue conversations

regarding the offerings of a variety of electives, as well as potentially scaling back. One way to allow for a variety of topics to be taught outside of the shell courses and outside of the current electives is to create a special topics designation. We already had a special topics course that we believed was a one off, but after a conversation with the chair of the ASCC, it is going to stay as a permanent part of the curriculum.

Adrada Rafael – Was this based on enrollment?

Bayers – Enrollment was factored in as well. In the past, too many courses were offered.

Motion: Brunn-Bevel moves to approve; Wills seconds

The Committee agrees there were too many courses offered in the past. All the bases are now covered and special topics courses are a good idea.

Vote: All in Favor; motion passes unanimously

7. Name Change Proposal: Liberal Studies to Liberal and Professional Studies

Professor Wills:

Thank you for the opportunity to speak on a proposed **program** and **major** name change from *Liberal Studies* to “**Liberal & Professional**” Studies. I’ll offer some brief background on our degree completion program and then explain our proposal. FIRST, a brief history of Liberal Studies – In 2012 the motion passed by the General Faculty regarding the closure of University College included policy recommendations for part-time students.

Among their recommendations were retaining and housing the Bachelor of Professional Studies degree completion program in the College, having it governed by a steering committee.

I have since served as program director. In 2014, as part of our program review process, we engaged in thoughtful deliberation on changing our name from Professional Studies to Liberal studies, to more clearly recognize our major’s substantive core curriculum in the College, and our home in the College. At this time an online search of U.S. degree completion programs as conducted by Associate Dean Aaron Perkus revealed an even mix identified as “Liberal Studies” and “Professional Studies.”

Then College Dean Robbin Crabtree encouraged the name change as an alignment with the University’s Master’s in Liberal Studies, which as we know the university is not currently offering.

With oversight from the Dean’s office, and the SVPA’s office and Mary Frances Malone, we moved for the name change as a steering committee and successfully followed the routing procedure from there.

WHY we’re seeking a program and major name change to now include “Professional”? At our end of year workshop in May of 2018, Cathy O’Donnell from part-time student Admissions said she met with prospective degree completion students who sometimes expressed confusion around the “Liberal Studies” name. Of course Cathy

would carefully walk them through the degree audit form which has always included the option of taking courses in the “professional” schools like DSB.

This prompted us to reflect on our name. In subsequent conversation with the VP for graduate, professional and continuing studies Walter Rankin, he offered that search results for “Liberal Studies” delivers 141,000 results, while Professional Studies delivers 472,000. He said, “On that number alone, you’d be good to include “Professional Studies” as the more sought-after term.

We are not proposing any curricular changes. This name change will continue to forefront our program’s strong liberal studies core. Our proposal is focused on branding and best practices. Based on the market, and based on clarifying for our prospective students the fact that our curriculum has always included the option for including coursework in the professional schools.

Discussion:

This is mainly serving post traditional adult students for degree completion, but also serves other types of students. The curriculum will stay the same.

Motion: Harriott moves to approve, Adrada Rafael seconds

Vote: 5 in favor; 1 abstention

8. Bioinformatics Concentration Proposal

9. Behavioral Analytics Concentration Proposal

10. Social Analytics Concentration Proposal

Nguyen- This vote is for the concentrations. There were originally three proposals for 5 year masters that you would build in. That was not resubmitted. We will inform to Dean Heist after these concentrations are approved; if he wants to resubmit he is welcome to do so.

Motion: Brunn-Bevel moves to approve; Drake seconds

Nguyen – The amended proposals reflect what was discussed when dean Heist visited the ASCC. The CAS faculty will not be overburdened and there will be resources.

The Committee appreciated the specificity regarding:

- The mentoring of the capstone project
- Advising students on the concentrations
- Clarification on revenues and expenses
- How the stipends were being laid out

Harriott: Would recommend adding “faculty” before mentor in the last sentence on item 10.

Vote on all three concentration proposals: All in favor; motion passes unanimously

11. Proposal for a Major and Minor in Sports Media

Professor Adam Rugg:

We are proposing this as an interdisciplinary program. The media departments within the College are split between VPA, Journalism and Communication. The need for this type of program is to utilize faculty expertise and to join forces at the interdisciplinary level. Matt has a journalistic background and I have a more critical approach on the media studies focus. It is important for students to obtain skills for media production, as well as an understanding of sports, on a societal level. They need to critically interrogate this as a space where social, political, cultural divisions and influences play out. We want to create a program that meets our students' needs and interests in sports media, connecting it to liberal arts and the mission of the College. The curriculum was designed to focus on required classes across various departments. There will be two Communication classes, critically focused classes looking at sports from more of a sociological media studies angle. These will challenge our students to confront larger issues. Within the electives, we have a variety of classes - FTM, Communication and Journalism. We include classes incorporating race and gender in the media, giving it a more of a critical, humanistic approach. Our goal moving forward is to expand that.

Drake – In the core curriculum there is one 300 level course. Are students required to take more 300 level courses?

Tullis – We did not set up requirements for more. We have students in the Digital Journalism major who are only taking one 300 level course as well. Our hope is that when we develop new electives that will be cross listed with other departments, this would be where 300 level courses come in. Our ultimate plan is to create a second bucket of electives.

Nguyen – Will these courses be offered regularly?

Rugg – Yes, they will be offered as needed and we can use the adjunct budget when necessary.

Harriott – How often are the two classes that address sports and gender being offered?

Rugg – Rose teaches a course regularly. Within the sports media course there is a large portion based on women in the sports industry. We would like to create a class specifically on sports media and gender.

Drake - There seems to be two pieces, 1. the role of covering and 2. the essence of the world of sports. It seems like the majority of the classes have to do with the coverage – motion graphics, technical, studio television production, etc.

Tullis – The essence portion comes up in our production focused courses. In the Sports Journalism class we spend a lot of time trying to understand what it is, why it exists, and is it necessary. The production courses also connect the “why is it done that way” factor.

Rugg – We hope for future collaboration from other departments.

Drake – Recommends working in some sort of Ethics Course.

Tullis – When we first started creating this we were envisioning courses that were going to be included. We were going to propose it all, but we streamlined it to using existing courses. Ethics of Sports was one of the first courses we came up with. There is a catalog description written up for that. In Digital Journalism we are developing a Media Ethics course.

Adrada-Rafael – Are you bringing in an International perspective?

Rugg- James Martin (ESPN) is interested in helping us out. He covers international sports, mainly soccer. This is an area we need to grow in.

Harriott – Since this is an interdisciplinary program, what is the sequencing of these courses? What is the first course the student will take, showing them that this is a serious major/minor?

Tullis- There are no prerequisites or sequencing. Any of the first four would fit. We have talked about an Introduction to Sports Media class. We don't want to frame this as if production and critical classes are two separate things because there *is* a lot of overlap. Ideally, we will build the overlap more into the courses as the program matures. As we advise students we will make them aware of this.

Nguyen – We will schedule an additional meeting to finish this agenda. The date will be April 17, so the programs will not be postponed. The Sports Media Proposal will be the first item on the agenda.

Meeting adjourned at 5:00p.m.

Minutes submitted by Jean Siconolfi