

Arts and Sciences Curriculum Committee Meeting
4/14/2020
Zoom meeting

Attendees: Sergio Adrada-Rafael (Chair), Rachelle Brunn-Bevel, Carol Ann Davis, Ronald Davidson, Laura Gasca-Jimenez, Richard Greenwald (Dean), Scott Lacy (Associate Dean), Martha LoMonaco, John Miecznikowski, Glenn Sauer (Associate Dean), Brian Walker, Margaret Wills
Nguyen was unable to attend the meeting per scheduling conflicts. He expressed his support for each course and proposal and offered a yes vote for each of them.

Guests:

Margaret McClure

Laura McSweeney

1. Approval of minutes from 2/11/2020

Motion: Miecznikowski moves to approve; Wills seconds

Vote: All in favor; motion passes unanimously

Approval of minutes from 3/10/2020, Emergency Motion, Pass/Fail

Motion: LoMonaco moves to approve; Davis seconds

Vote: All in favor; motion passes unanimously

2. Proposal to add psychology electives (McClure)

- McClure – There are two separate programs; they are both brand new for us this year.
 - a. **New major in Behavioral Neuroscience**
 - an interdisciplinary major
 - housed in the Psychology Department

As we are growing the major, we are trying to expand the course offerings. The instructors for these two biology courses recommended them as they thought they would be a good fit for the neuroscience electives. There are six electives that students have to take - at least two in psychology and at least two in biology. We are trying to increase the offerings.

These were vetted first by the biology department, then by our steering committee (two biology faculty and to psychology faculty) and then our department approved them. These would be Developmental Biology and Genetics; they could be electives.

b. Master's degree in IO psychology (previously in GSEAP)

In GSEAP, the program required *one* elective from a different department. Previously, all of the courses were in the management department; we wanted to have more courses available for our students. I met with the Communication chair in the fall. These are the courses they identified in their master's program that they thought would be a good fit for our students' one elective.

Our department reviewed all the syllabi. Our director of the program, Katie Tomlin, recommended and the psychology faculty approved them. This would be a choice that students could take for their one elective, either the management courses (already existing) or one of these communication courses.

We are trying to give students more options for a better fit with their interests for their elective.

Motion: Miecznikowski moves to approve the proposal; Wills seconds

- Adrada-Rafael – This looks very straightforward and makes sense, given these two new specialties they have in in psychology.
- Davis - I am in awe of the amount of work that they do over to jump on opportunities. I think it is amazing.
- Wills - I am psyched to see the connections with the communication graduate program. They are great synergies. It makes total sense for I/O Psychology.

Vote: All in favor; motion passes unanimously

3. Proposal to add two new Mathematics minors (McSweeney)

- McSweeney - The math department has been working on this for about two years with a small subcommittee of five people. When we hired Chris, we brought him on board as well. The department is looking to expand our statistics offerings at both the undergraduate and graduate levels. This is the first step in a long process.

We have created two minors:

a. Applied Statistics Minor

- Created for students who would not major in math or take high-level math courses - humanities based majors, business majors, economics majors.
- The minor consists of six classes.
 - Five required courses- A year of calculus, an Introduction to Statistics course, Statistics 2200, Statistical Computing and Applied Statistics II (STAT 2218)
 - Sixth course – an elective the student could choose based on his or her interest.

b. Mathematical Statistics Minor

- For stronger math students - math majors, physics majors, engineering majors who are taking the higher-level probability theory courses.
- The minor would consist five classes.
 - The statistical computing course and then four courses that we already have on the books.

As part of this minor, we have two courses that we are sending to be approved- the Statistical Computing course and the Statistics II course.

- Walker- Who would be the audience for the minor in Applied Statistics?
It looks like a lot of math, not many biology majors would have the space for that.
- McSweeney- Business students, science students – any students who take MATH 217. They could also take another introductory level course in statistics such as the psychology or biology statistics course. There are other entryways to fulfill the first statistics course.
- Walker - Would they be taking four classes above the regular major?
- McSweeney - They could do two for core. The last elective may be something they have to do as part of their major.

- Adrada-Rafael - Why does the minor consist of six courses instead of five?
- McSweeney - The range of minors across schools included five to seven courses. We want students to have math and a year of calculus so there is some sort of mathematical sophistication. This will help them handle the mathematics they are going to see in the elective courses and the other required statistic courses. We then decided on a six course minor.
- Davidson - As you mentioned big data, what relationship of these minors do you envision to the three informatics programs that have now been inaugurated?
- McSweeney - The Data Analytics program is a master's level course; that would not be for these students. The Business Analytics students' aim is a little different. Rather than statistics, they do more programming. There are some courses that overlap with R's within the six elective course. This is a little different because it is focused on statistics and not so much on big data. Statistics is a part of big data, but big data encompasses much more than just statistics.
- Casement - The statistical computing course might be of interest to some of those students. It is an exposure to R because it is so widely used in practice.
- Brunn-Bevel - Students who take these minors will be well placed to enter the MS in Applied Data Science and Engineering programs. There is some synergy there as well.
- Adrada-Rafael - I would like to congratulate you both for all of the work you have put into the proposal. It was very detailed.
- Wills - I really commend you on all the research you did on the competing institutions to see if they have these minors or programs. You have really showed how this will set us up to be competitive in something that not many places are offering.

Motion: Wills moves to approve; Miecznikowski seconds

- Walker - I think this is a great idea, but I am slightly worried that with the six-course master it will not be easy to accomplish for a broader amount of students. This would be awesome for a biology major to have on their transcript, but it is going to be hard for them to complete a full six course minor. If their numbers are not there in the next year or two, I would encourage them to reassess and think about going down to a five-course minor. It may affect their ability to get more students in the minor.
- Adrada-Rafael - I also think that six course might limit the number of students. I guess they also thought about that. They have done the research.
- Davis - The justification for the six courses is because there is a year of calculus, but the sixth course is an elective. I think their idea is that the elective is going to make it possible to hook into other places. That elective could double count within a biology major or something, but the fact that it is an elective somewhat negates the argument about rigor of the yearlong calculus. I think Brian is right, they may need to reassess it.
- Adrada-Rafael - I am sure they will reassess it if they see that it is not working or that they are not attracting enough students. Thank you Brian, that is a good recommendation.

Vote: All in favor; motion passes unanimously

4. Course Proposals

a. STAT 2218 Statistics II (McSweeney)

Motion: Miecznikowski moves to approve; LoMonaco seconds

- Miecznikowski - I noticed that there is a new abbreviation for STAT. Is there a procedure to follow to create that? Normally, the courses are in MATH.
- The Committee discussed this and assumed the department made STAT separate from MATH in conjunction with the Registrar or it would not be accepted by the system.
- Gasca-Jimenez – At times, the syllabus seems to be written in very broad terms. For instance, the assignment section is not very detailed. The final research project is mentioned once, but no further information is given. I think it would benefit with additional details, especially in the assignment section. This should be a recommendation.
- Walker - I think this is a great course. I have been flummoxed for about 15 years that there has not been a mathematics or statistics course on this campus that talks about ANOVA, which is a straightforward analysis our students in second or third year biology are using.
- Gasca-Jimenez - We could benefit from this kind of training for our linguistic courses.
- Adrada-Rafael – Some of our students have no background in statistics and analysis, etc. This will be useful to conduct analysis and experimental studies.
- Wills - It is not clear what the final project is. Procedurally, do we pass a course when something key is missing? The next course, STAT 2200, shows quizzes and projects; yet, there is no information on what the projects are or what the final project is. They are great, important courses, but they are missing key components. I want to approve it, but wonder about what is missing.
- Davidson - I would be more interested in an approval contingent on an upgraded syllabus submitted to the chair. Then, at that point, leave it as the chair's prerogative.

After a lengthy discussion, the Committee has concerns. Davidson makes a motion expressing those concerns.

MOTION: Davidson: Moves that this course be approved contingent on an upgraded proposal sent to the chair for his approval with increased scaffolding and increased specificity on the final project; Davis seconds

Vote: All in favor of approving the course contingent on the changes and recommendations as stated in the motion.

b. STAT 2200 Statistical Computing (Casement)

Motion: LoMonaco moves to approve; Gasca-Jimenez seconds

- The Committee notes that this has even less detail than STAT 2218 and they have similar comments regarding both courses.
- Davis - The Homework and projects are 60%, final project 25% and we have no idea about any of the projects. The late work policy is cut and dry.
- Walker - I think this could use a little bit calendrial structure in the course content rough schedule.
- Davis - He can work backwards to bring the precision to the percentages. I think if you worked backwards on the weeks you would end up breaking out the projects from the homework.
- Brunn-Bevel- There are 7 quizzes on the schedule.

- Davis – There are 7 homework assignments on the schedule as well. I would like to know how much the homework counted. The quizzes count 15% and the homework *with* the projects count for 60%.
- Wills - The projects that go with the homework are not listed in terms of when they happen. They were just a mention in the grading area, but that is it.
- Walker - There needs to be a flushing out of what those projects are and an additional flushing out of what the final project will be. This should include some preliminary steps guiding the way to the final project.

The Committee decided that this must be resubmitted following the recommendations and concerns discussed by the Committee.

c. PY 281 Special Topics: Cognitive Neuroscience (Karanian)

Motion: Gasca-Jimenez moves to approve; Miecznikowski seconds

- Miecznikowski - It is a well-organized and a well thought out course.
- Gasca-Jimenez – It is very strong in detail.
- Adrada-Rafael - There is a lot of detail for each of the assignments. The grade breakdown is good; it is proportionate.
- Walker - As it is a special topics course, is it given that this is offered once and if it is offered again it will need to go through its own numbering?
- Adrada-Rafael - It will have to be discussed and approved again by the Committee with a new number.
- Davis - I think this would be a course that could easily become a WAC or WID course. They emphasize writing the entire time. I like how the grid shows the different tasks, the whole semester, spatially and visually.
- Adrada-Rafael will relay that message to Karanian.

Vote: All in favor; motion passes unanimously

d. RLST 1270 The Qur'an as Scripture and Experience (Nguyen)

Motion: Gasca-Jimenez moves to approve; Davidson seconds

- Gasca-Jimenez - An extremely strong syllabus. I appreciate the detail of the assignments.
- Davis - This could also be a WID or WAC course. Please relay that message.
- Adrada-Rafael - The course description, outcomes are very well explained. I like how the grading and the breakdown were distributed. Every single point and every single section is very well laid out and explained.

Vote: All in favor; motion passes unanimously

e. BIOL 1030 Animal Diversity (Byun)

Motion: Wills moves to approve; Gasca-Jimenez seconds

- Wills - This is a great course that is missing from our curriculum. Given the close work they are doing to complete their project with the Beardsley Zoo and with the Beardsley conservation efforts at some point, this could be a service learning option.
- Walker - Dr. Byun already does service learning for her major's course at the zoo. I would imagine that that would be in her wheelhouse.
- Davis – She should be aware that even veteran teachers who already do service learning can apply for a new grant for \$3,000 to take an existing course and make it into service learning.
- Adrada-Rafael - It was very detailed, especially the section of the assignments. It is very well distributed.
- Gasca-Jimenez - The accessibility policy needs to be updated.
- Davis – She should be praised her active learning, a lecture plus an activity every day.

The Committee notes the assessment percentage layout should be clarified and phrased differently on the syllabus. The assignments and participation = 65%. On the bottom of the page it lists participation again as 10%. This should be rephrased.

Adrada-Rafael will relay the Committee's comments regarding the accessibility policy, the grading and the weight for the participation.

Vote: All in favor; motion passes unanimously

Meeting was adjourned at 4:30 p.m.

Minutes submitted by Jean Siconolfi