To: Graduate Academic Council
From: Anita Pomerantz, Chair
GAC Committee on Curriculum & Instruction (CC&I)
Date: April 29, 2008
Subject: Report and Recommendations

CC&I Members Present: G. Denbeaux, A. Pomerantz, B. Thiel, and F. Bolton (staff).

Guest: Dr. Glenna Spitze and Dr. Gwen Moore, Professors in the Department of Sociology

Eight items of business were considered:

1. College of Arts and Sciences Department of Women's Studies and Sociology — Proposal to establish a new MA Women's Studies/PhD Sociology degree program

This proposal to establish a MA in Women's Study/PhD Sociology would allow Women's Studies' students with sociological interests and Sociology PhD students with interests in Gender Studies and Women's Studies to combine their work in these two fields. The total number of credits for each degree remains the same: 80 credits (plus Research Tool requirement) for the Ph.D. and 32 credits for the M.A. As a significant body of courses will count toward both degrees simultaneously, the total of required credits for the combined degree is 64 including the Research Tool. As an example the Sociology comprehensive exam in Gender will count as the Women's Studies master's project. The combined degree is the outcome of a longstanding pattern of informal cooperation between the Departments of Sociology and Women's Studies and utilizes faculty strengths and interests that overlap both departments. The Committee voted (3-0-0) to approve the proposal.

2. College of Arts and Sciences Department of Women's Studies — Curriculum revisions to the Women's Studies MA program

The current curriculum for a MA in Women's Studies includes a required core of four courses; three courses forming a coherent field of study, one course that considers the intersection of gender with race, class, sexuality and/or nationality; and other courses as advised. The new curriculum specifies the need for students to expand their knowledge by taking at least one course in a discipline outside the department, as advised by the department's Graduate Director. The rationale for this addition is that it provides students with a grounding in more than one discipline and provides them with additional interdisciplinary skills. The proposal was endorsed unanimously.

3. College of Arts and Sciences Department of Physics — Curriculum revisions to the Physics MS program

The Department of Physics proposed numerous changes to curriculum and departmental exams for both the M.S. and Ph.D. programs. The Committee felt that several of the proposed changes were in need of further rationale and asked that the Department of Physics be contacted with their questions to gain greater understanding and proposal clarity.

Many Course Action Forms accompanied the proposal. Course changes included the deactivation of courses no longer taught, the elimination of redundant courses, the institution of new courses, a revised numbering scheme, and revised course descriptions. The Committee concurred that these changes to the Physics program should be moved forward and implemented.

4. College of Arts and Sciences Department of History — Proposal to incorporate a new History and Media track within its History MA

The M.A. in History degree requires a 30 credit program of study. The new History and Media track proposed for the M.A. in History requires 36 credits. As the tracks were not labeled, it was difficult to
understand what requirements applied to each of the tracks involved. The Committee requested that the proposal be returned to the Department of History for revision and clarification.

5. College of Arts and Sciences Department of Geography and Planning – Changes requested to two required core planning courses

In accordance with Planning Accreditation Board requirements, the Department of Geography and Planning submitted a Course Action Form to reduce the credit requirement of its core course Pln 501, Planning History and Philosophy, from 4 credits to 3. At the same time, a new course, Pln 510, Globalization and International Planning Practice, for one credit was presented as a required core course. Therefore, there is no change to the number of credits needed in fulfillment of the core course credit requirements. The Committee voted unanimously to approve both courses.

6. School of Education – Revision requested for CAS Reading degree

The School of Education’s Department of Reading seeks to make changes in their CAS degree program to the comprehensive examination and the course distribution requirements leading up to the exam. The Committee had communicated several questions to the Reading Department prior to the meeting. As no response was received, the Committee was unable to move forward with a decision concerning the proposal.

7. College of Arts and Sciences Department of Latin American, Caribbean, and U.S. Latino Studies – Proposal to revise its MA

The Department of Latin American, Caribbean, and U.S. Latino Studies has requested to reduce the credit requirements for its M.A. from 33 to 30. The Committee did not find the argument presented in the proposal compelling for doing so. The Committee will again communicate its need for further justification to the Department.

8. School of Criminal Justice – Request for changes to Criminal Justice Ph.D. program requirements

One change requested for the Criminal Justice Ph.D. was curricular. Two courses, Crj 607, Criminological Theories, and Crj 640, Theories of Criminal Justice, are foundational core courses for Criminal Justice’s M.A. program. The School would now like these courses to be required for the Ph.D. program as well.

The School of Criminal Justice wished to eliminate Part A of their Comprehensive Exam which is a separate paper intended to demonstrate a critical reading and mastery of relevant research. Instead a research seminar, Research/Analytical Writing Seminar (Crj 701) will be required. The seminar will deal with issues and processes pertinent to doctoral students entering advanced stages of research and analysis. In conjunction with learning how to do a critical literature review, students will develop and present research questions that are derived out of their reviews of the various literatures. It was felt that Crj 701 was an appropriate substitute for Criminal Justice’s Part A of the Comprehensive. The Committee moved unanimously to ap