Present: Bethany Brand (PSYC), Carol Caronna (IDST), Isabel Castro-Vasquez (FORL), Terry Cooney (Dean), Alhena Gadotti (HIST), Cathy Gissendanner (WMST), Amanda Ginter (FMST), Adam Jabbur (ENGL), Miho Iwata (SOAN/ CJ), Sarah Oliver (POSC), Jay Morgan (GEOG), Bob Tappan (PHIL/RLST)

Absent: None

Guests: Karen Eskow

1. Review of minutes
   - Decision: Approved as written

2. CRMJ 3xx-1: Victim and Victim Services [new course]
   - Pre-requisites should be listed as part of the course description
   - Include a bibliography in the syllabus
   - Typo: under ECA p. 2, first bullet point: “in” is there twice
   - The syllabus doesn’t provide reading assignments—did you mean to say “I don’t provide a schedule or dates for you to do these readings”/ “detailed reading schedules”?
   - Best practice guidelines recognized by the faculty senate: syllabus needs to indicate what weekly topics are and what the reading assignments are. The current description seems slight in comparison. We recommend clarification of when they should complete the reading(s).
     - We suggest phrasing such as “I suggest you start reading [material] by [date]
   - Typo: p. 2 under Portfolio add space between “magazines” and “two”
   - Typo: p. 2 “portfolio”
   - Learning Outcomes: There’s a period at the end of bullet point 3 but not at the end of any other bullet point.
   - Required Readings: The book title isn’t italicized.
   - Typo: There’s a comma splice in the last sentence of the note above the course calendar.
   - Decision: Approved with requested changes

3. CRMJ 3xx-2: Queer Issues in Crime and Justice [new course]
   - Rationale: clarify why the class is needed in the curriculum; specify how it does not overlap with other courses
• Pre-requisites must be included in the course description.
• Include a bibliography in the syllabus
• Makeup are not a privilege—add language “beyond university-approved absences”
• “Whole letter grades only for graduate courses”—not true, and this is an undergraduate syllabus. Omit that statement.
• Nomenclature: we noticed there were commas missing between lesbian, gay, bisexual, and transgender.
• P. 2 typo: in research project section the phrasing should be “will be due”
• Course Format: The second sentence is a run-on—a combination of a fused sentence and comma splice.
• Position Paper: The last sentence reads, “Students will refer to … relevant course materials into their essays.” Cut the words “refer to,” which are implied.
• Final Grades: Change “299 or less” to “299 or fewer.” Also, there’s a floating underscore at the end of the section.

Decision: Approved with requested changes.

4. CRMJ 3xx-3: Communities and Crime [new course]

• Add pre-requisites to course description
• Rationale: clarify why the class is needed in the curriculum; specify how it does not overlap with other courses
• Missing late paper policy. Acknowledge excused absences/late paper policy.
• Copyrighting course notes: probably not an enforced claim (Rick Davis would be a good person to talk to about this). This language might be problematic. Consider omitting for now. If true and legal, put it back in. We suggest removal now while we consult the university attorney. For ease of getting this through the committees, take it out for now. This is the condition for immediate approval.
• Add statement about repeating the course a third time.
• We don’t require documentation for religious observances (“There will be NO MAKE-UP examinations without documented proof of disability, emergency, family tragedy, religious observance”). Since you requested elsewhere in the syllabus that students must submit some sort of notification (email or note, presumably) regarding the upcoming absence, that would apply here as well.
• Final Project: Change “no less than 3000 words” to “no fewer than 3000 words”?
• Final Project: “a suggested outline”? 
• Classroom Code of Conduct: The first sentence is a fused sentence (run-on), and the fifth sentence has a comma splice.

Decision: Approved with requested changes.

5. CRMJ 3xx-4: Critical Criminology [new course]

• Revise language to clarify how to make up in-class work for excusable reasons
• Add pre-requisites to course description
• Rationale: clarify why the class is needed in the curriculum; specify how it does not
overlap with other courses
- Late paper and late exam policy does not include a provision for excused absence. Clarify that penalty will be waived.
- **Bibliography:** The book titles aren’t italicized.
- **Decision:** Approved with requested changes

6. CRMJ 3xx-5: Principles of Criminal Investigation  [new course]

- **Rationale:** clarify why the class is needed in the curriculum; specify how it does not overlap with other courses
- For exam section: specify what happens when there is an excused absence. We recommend adding “exam” to language regarding “late assignments and papers.”
- P. 3 typo in “oral presentations”
- **Course Learning Objectives:** “Learn the importance”?
- **Examinations:** In the first sentence, the semi-colon should be a colon.
- **Group Investigation Project:** In paragraph 2, “presentations” is misspelled; in the third paragraph, the word “pages” is misspelled.
- **Reading Assignments:** After “A True Story of Murder in America,” the word “textbook” appears as two words.
- **Academic Integrity:** Change “0” to (0)?
- **Decision:** Approved with requested changes.

7. ENGL 315: Writing Creative Non-Fiction  [course change]

- The Applicable Learning Goals don’t refer to university outcomes that apply to cores as a whole. Remove Core 4 from the learning goals heading (or just remove the learning goals section)
- Add a bibliography to the syllabus
- There’s no assessment plan, which is required for core courses. Associate Dean Karen Eskow will assist you with determining the assessment plan. Contact her to arrange a meeting.
- Add a course repeat policy

- **Decision:** Approved with requested changes, on the condition that you submit an assessment plan to Karen Eskow

8. ENGL-BS-SCED: English Major  [program change]

- On the CIM page: *Is the program associated with CAEP?* Answer must be Yes.

- **Decision:** Approved with requested change.

9. ENGL-BS: English Major  [program change]
1. **Decision:** Approved as written.

10. **FMST 311: African American Families**  [new course]

   - There’s no core assessment plan. Associate Dean Karen Eskow will assist you with determining the assessment plan. Contact her to arrange a meeting.
   - Rationale: clarify why the class is needed in the curriculum; specify how it does not overlap with other courses (e.g., Blacks in America). Specify that the FMST Department has made an effort to create more diversity classes, and that you currently don’t offer such a course.
   - Syllabus needs to include core outcomes tied to assignments.
   - “P. 6: unexcused absence on the final, 10% reduction on grade.” Clarify language that there is a 10% reduction on the final exam grade, assuming that’s the case.
   - Excused absences: students may not always be able to email professor ahead of time. Revise the language.

   **Decision:** Approved with requested changes, pending assessment plan added.

11. **GEOG 419: Climate Change: Science to Policy**  [new course]

   - Remove graduate references throughout the syllabus.
   - What will the course number be? (418, 419, 477?)
   - Say “Catalog Description,” not “Course Description”
   - Pre-requisites need to be in catalog description
   - Add a bibliography to the syllabus
   - Late work refers to making arrangements for assignments in the event of planned excused absence—what about unplanned?
   - Academic Integrity: Was the F for the assignment or course?
   - Academic Integrity: There is no longer an Office of Judicial Affairs—now it’s the Office of Student Conduct

   **Decision:** Approved with requested changes

12. **GEOG 654: Climate Change: Science to Policy**  [new course]

   - Say “Catalog Description,” not “Course Description”
   - Remove undergraduate references
   - Graduate student workload contains the same assignments as undergraduates. Must also contain reading assignments that are consistent with graduate level education. Graduate syllabi should require both more assignments as well as more advanced work.
   - Academic Integrity: Was the F for the assignment or course?
   - Add a bibliography to the syllabus

   **Decision:** Approved with requested changes
13. GEOG 678: Special Topics [course change]
   - **Decision:** Approved as written

14. RLST 225: American Jewish Humor [new course]
   - Catalog description contains finite verbs; remove
   - Assignments are not tied to core outcomes in syllabus; add
   - We recommend not mentioning dissertation in the rationale
   - There’s no core assessment plan. Associate Dean Karen Eskow will assist you with determining the assessment plan. Contact her to arrange a meeting.
   - Not a Lecture/Lab (as currently listed in CIM)
   - Late work: clarify how many points will be deducted
   - Add language to clarify contacting professor in the event that absence was *not* planned
   - P. 7 typo: should be “how is THIS Jewish”
   - **Course Description (first paragraph):** In the first sentence, the semi-colon should be a colon.
   - **Course Repeat:** Should “a course” read “this course”?
   - **Decision:** approved with requested changes; pending assessment plan

15. RLST 325: Jewish Graphic Novels [new course]
   - Catalog description contains finite verbs; remove
   - Add bibliography to syllabus
   - No discussion of excused absences
   - Add language to clarify contacting professor in the event that absence was not planned
   - Faculty don’t have the authority to cancel class—don’t mention cancelled classes on syllabus. Go through the department chair for any class cancellation.
   - Due dates and late work needs to be adjusted for other kinds of excused absences.
   - **Decision:** approved with requested changes

16. RLST 425: Race, Gender, Sexuality, and Judaism [new course]
   - Rationale: Needs much more extensive overlap statement. (“None of the other classes talk about Judaism”)
   - Catalog description contains finite verbs; remove
   - Add bibliography to syllabus
   - No discussion of excused absences
   - **Decision:** approved with requested changes

17. SOCI 212: Social Statistics [course change]
• Explain in rationale why 101 was dropped as a pre-req (or put it back in as a pre-req)
  
• Decision: approved with requested change

18. TSEM 1xx-1: Social Justice & the City [new course]

• Catalog description contains finite verbs; remove
• Explain that library sessions are about plagiarism
• Missing a core assessment plan. Associate Dean Karen Eskow will assist you with determining the assessment plan. Contact her to arrange a meeting.
• Separate core outcomes (and link to assignments; match language of general document) from learning outcomes
• P. 11: final paper policy doesn’t say anything about excused absence

• Decision: approved with requested changes, pending assessment plan

19. Moved review of CLACC bylaws, Guidelines for Proposals, and Syllabus Guidelines documents to the next meeting

**Minutes completed by Amanda Ginter**