



COLLEGE SENATE BULLETIN

State University of New York at Geneseo
College of Arts and Sciences

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Contents

Page	Topic
15	Agenda for Senate Meeting on September 21, 2004
15	Announcements: First Senate Meeting Department Senators Named Chair of Student Affairs Committee Named Call for Chancellor's Awards Nominations:
16	UCC Summaries
19	GAAC Summaries
20	Quiz

**Correspondence: Gregg Hartvigsen, Department of Biology,
Bailey 4; e-mail: hartvig@geneseo.edu; phone: 245-5448**

Agenda for Senate Meeting on September 21, 2004

Call to Order

Adoption of the Agenda

Senate Reports

President	Christopher Dahl
Provost	Kate Conway-Turner
Chair	Gregg Hartvigsen
Vice Chair	Maria Lima
Treasurer	Ming-Mei Chang
University Senator	Terry Browne
Central Council	Mark Ranieri

Reports of the Standing Committees of the Senate

Undergraduate Curricula	Meg Stolee
Undergraduate Policies	Jeff Over
Graduate Academic Affairs	Dale Metz
Student Affairs	Kim Davies
Faculty Affairs	Bill Gohlman

Old Business

New Business

Adjournment

Announcements

First Senate Meeting

Note that College Senate begins at 4:00 PM in Newton 204 on September 21, 2004. Please be courteous to those who are prompt by being prompt yourself.

Department Senators Named

Melissa Sutherland has joined the Senate as representative for Mathematics. Kathleen Mapes is replacing Tze-ki Hon in History. Kathleen Hursh from the School of Education is being replaced by Jennie Schaff. Welcome to the new Senators!

If there are other changes from the previously published list of Senators (Bulletin #1, page 6) not listed above please let me know (hartvig@geneseo.edu).

Chair of Student Affairs Committee Named

Kim Davies of the Library has assumed the chair of the Student Affairs Committee. We all wish Kim and the Student Affairs Committee well in their work this year.

Call for Chancellor's Awards Nominations:

Nominations are now being accepted from the college community; faculty, students and staff for the following awards and ranks:

Chancellor's Award for Excellence in Teaching
Chancellor's Award for Excellence in Professional Service
Chancellor's Award for Excellence in Librarianship
Chancellor's Award for Excellence in Scholarship and Creative Activities
Chancellor's Award for Excellence in Faculty Service [NEW!]

Distinguished Teaching Professor
Distinguished Service Professor
Distinguished Professor
Distinguished Librarian

These nominations should consist of a one to two page letter specifically describing the nominee's qualifications for the award or rank. Nominations for these awards and ranks must be submitted in writing by Friday, September 24th to Maria Lima, College Senate Vice Chair, Department of English, Welles 218C. Nominees will be requested to submit a vita, letters of recommendation, and other pertinent information shortly after the close of nominations.

Information about the criteria for each award and rank is available from Maria Lima and is available at: <http://www.geneseo.edu/~senate>

If you have any questions, please contact Maria Lima at extension 5242, or by e-mail at lima@geneseo.edu.

UCC Proposal Summaries

Full versions of these proposals are available on by clicking on the Curriculum Information link on the Senate home page, <http://www.geneseo.edu/~senate>.

BIOL 250 – Biological Data Analysis (new course)

Rationale: The Biology Department would like to add BIOL 250, Biological Data Analysis, to the menu of courses satisfying the Computer Science/Statistics requirement for the BS degree in Biology. This course fulfills the purpose of the requirement which is to provide students with the “tools” needed to collect, manage, and analyze scientific data. The course was not included in the original list of courses because it was developed after the requirement was put in place.

B.S. in Biology – Adding Biology 250 – Biological Data Analysis as a choice under related requirements (revised major-requirements)

Rationale: The Biology Department would like to add Biol 250, Biological Data Analysis, to the menu of courses satisfying the Computer Science/Statistics requirement for the BS degree in Biology. This course fulfills the purpose of the requirement which is to provide students with the “tools” needed to collect, manage, and analyze scientific data. The course was not included in the original list of courses because it was developed after the requirement was put in place.

BIOL 312 – Aquatic Community Ecology (new course)

Rationale: The proposed course, Aquatic Community Ecology, will complement our department’s offerings in ecology (e.g. Principles of Ecology, Population and Community Ecology, Environmental Management) and provide additional opportunities for students to participate in field-oriented activities. The “laboratory” component will make use of local freshwater habitats that are not fully accessible during the spring and fall. Students also have an opportunity to gain first hand knowledge of the marine environment and to work for one week in the dynamic setting of a marine laboratory. Our department formerly taught a course titled Limnology (freshwater biology). The proposed course fills some of the gaps left by the cancellation of Limnology and also provides a more contemporary perspective of ecological problems in the aquatic sciences.

MATH 348 – Oral Presentation and Research Seminar (new course)

Rationale: The course is designed help students develop the skills necessary for effective research and presentation in the discipline. Students taking this course will meet SUNY oral and research requirements.

PLSC 336 – The American Founders (new course)

Rationale: This course provides the theoretical foundations of the American regime. It will enable students to understand the source of legal and political controversies of public life and Supreme Court opinions.

PLSC 324 – WAS Plsc 242 – Human Rights in a Global Perspective TO Plsc 322 – Human Rights (revised course – title/desc/prereq/# change)

Rationale: The re-numbering of the course reflects the Comparative Methodological approach to the course, which also necessitates the addition of the PLSC 120 pre-requisite to ensure students have been exposed to Comparative theory and methodology. The course description has been altered to more accurately reflect the course focus, which has moved from a focus on regional and institutional areas to more issue-oriented and theoretical concerns.

PLSC 399 – Independent Study (new course)

Rationale: Students and faculty periodically desire to complete an independent study. This will allow them to do so.

PLSC 320 – Theories of Comparative Politics (new course)

Rationale: The course will cover prominent areas of comparative politics that are not specifically addressed in other course offerings. The course will serve as a comprehensive methodological and theoretical “capstone” for Comparative Politics, much in the way PLSC 345, Theories of International Relations, does for International Relations. As a result, the course will provide symmetry between the two subfields.

PLSC 327– Terrorism and National Security (new course)

Rationale: Given the wide-ranging impact of terrorism on states and societies, this course will be an important addition to the Department’s curriculum taught by an acknowledged expert on the subject matter. The course was successfully taught as an Experimental Class in Spring 2003, demonstrating sufficient demand. The course will fulfill both Comparative Politics and International Relations 300-level requirements within the Political Science Major, and will be included in the Developing World and War and Peace Tracks of the International Relations Major.

PLSC 215 – Community, State, & Regional Politics FROM: Offered once yearly TO Offered when demand is sufficient (revised course – rotation)

Rationale: Due to staffing course cannot be offered yearly, as currently stated.

PLSC 213 – Change title to: Political and American National Elections (revised course – title change, syllabus, description)

Rationale: Literature on American public opinion reviewed in PLSC 311 (Mass Media and Public Opinion). PLSC will continue to examine American elections, and expanded to review electoral as well as nonelectoral forms of political participation

PLSC 346 – Global Issues (new course)

Rationale: In 2003 the Department decided to give greater coherence and focus to the major by limiting the “capstone” options to two courses: the existing PLSC 345 Theories of International Relations and the restructured Global Issues. Students with more interest in theoretical issues may choose the former, those with greater interest in policy issues may choose the latter. The conversion of PLSC 388 Experimental: Global Issues into a regular course completes this revision of the program.

PSYC 365 – Clinical Psychology – add Psyc 260 to the prerequisites required (revised course – prereq.)

Rationale: An understanding of basic concepts about abnormal psychology is an important prerequisite for the study of clinical assessment and treatment procedures. The Psychology Department has not previously included Psyc 360 Abnormal Psychology as a prerequisite for Psyc 365 Clinical Psychology, primarily because both were offered at the 300-level. However, the Department has now redesigned Psyc 360 to a 200-level course that can provide an introduction to the fundamental bases for the field of Clinical Psychology

PSYC 366 – Developmental Psychopathology – prerequisites to read: Any two courses from among Psyc 215, Psyc 216, and Psyc 260. (revised course – prereq.)

Rationale: One of the current pre-requisites for this course is Psyc 360 Abnormal Psychology. Psyc 360 has been changed to a 200-level course. Because the developmental courses (Psyc 215 and 216) are extremely helpful in providing the fundamental background for Psyc 366, a choice of both developmental courses, rather than one of these plus Psyc 260, is appropriate.

THEA 250 – Creative Dramatics (delete course)

Rationale: Thea. 250 Creative Dramatics, which is offered on a two year rotation and which garners a small enrollment, currently is taught by an adjunct instructor whose primary teaching assignments are Thea. 100 Introduction to Theatre and Thea. 220 Speech for the Theatre, the former course serving as many as 225 general education students and the latter being an essential component of any theatre program, whether B.A. or B.F.A.

Creative Dramatics, formerly known as Creative Dramatics for Children, became a part of Theatre's curriculum many years ago when the faculty was larger and included a specialist, Alice Austin, in that area of the discipline. Because the adjunct instructor is the only member of the current faculty who is qualified to teach the course, a full-time member must replace the adjunct in Thea. 100 when Thea. 250 is offered, a consequence of which is that the full-time person cannot teach a course required in the major without carrying an overload. Because Thea. 250 is not a required member of either the major or minor program, nor is it essential to the concentration, SOPA proposes its deletion, replacing it with Thea. 204 F/M Asian Theatre Survey and/or Danc. 211 M/Cultural Dance of Asian Peoples in the concentration curriculum.

THEA 325 – Theatre Management (delete course)

Rationale: Thea. 325 is a remnant of a former curriculum, almost of B.F.A. proportions, that engaged a faculty larger than our current one. The course is not required in the current major, minor or concentration because it is not particularly appropriate for our smaller curriculum, which is more centered on liberal arts education than on professional development.

GAAC Proposal Summaries

GAAC approved two School of Education program revisions and two course modifications on March 23, 2004. The program revisions and course modifications are listed below and printed in full in Bulletin # 17 (pp. 172-174). Because the first and second full senate readings could not be completed last academic year, they were postponed until the fall of 2004.

I. Major Program Revision

Master of Science in Education with Specialization in Social Studies: Adolescence Certification

Ia. Course Revision

INTD 597; Interdepartmental Seminar in Social Studies

II. Major Program Revision

Master of Science in Education with Specialization in English: Adolescence Certification

Iia. Course Revision

EDUC 525; Studies in English Education

“Democracy is the recurrent suspicion that more than half of the people are right more than half of the time.”

E.B. White

Quiz: who said this?

“Elections belong to the people. It is their decision. If they decide to turn their back on the fire and burn their behinds, then they will just have to sit on their blisters.”