FCAS CC Minutes
Wednesday, April 26, 2017
2:00-3:30 GHH 301
Present: Lauren Rossi, Adria Updike, Erin Tooley, Lori Lee Wallace, Bonita Cade, Christine Fagan.

1. **Committee Business**
   - minutes-taker LW start at 2:05 pm
   - approve minutes of April 12, 2017. Approved ET – AU 5-0-0.
   - April 2017 Eballot results (results and comments following) **(Approve, with or without edits: Bring to Committee: Abstain: Absent)**
     - Math 225 Mathematical Data Sciences (4-1-0-1), minor edits/ requests
     - COMM 295 Mass Comm Theory & Criticism (5-0-0-1), minor edits/requests
     - COMM 480 Senior Thesis (5-0-0-1), minor edits/ requests
     - BA Comm and Media Studies (5-0-0-1), minor edits/ requests
     - Deactivation: COMM Special Topics in Journalism (5-0-0-1), no requests

2. **Discussion with Valerie Sloan concerning Graphic Design Program Modification Petition**

   Program Changes Overall:
   - CC: Will you clarify why there is no required portfolio for admission but there is for acceptance into the program?
     Enrollment purposes.
     Portfolio will begin in third semester of study rather than for admission. Previously, denial of portfolio within the admissions process meant the applicant would not be accepted into RWU. Also with other requirements to the program (gpa), some seniors were still attempting to be formally accepted into the major. Therefore, elimination of gpa and portfolio entry barrier, and replace it with progress (annual) portfolio reviews done by a committee rather than one person/faculty/adjunct.

   - CC: Is there an intent to be an accredited program? Is there intent to make this a BFA program?
     Not enough faculty nor resources to seek accreditation or attempt a BFA program at this time. Also likely only a small benefit to RWU and likely would not impact greatly the enrollment into our program. (No large benefit for students when looking for employment/ internships following RWU.)

   Foundation courses:
   - CC: Is there an intent for the major to be exclusive? Do students need to be a declared major or plan to register for foundation courses?
     Impetus for program changes was foundational inadequacies found by prior design program reviewer, trying to address. Each course within the major will build upon the next, like Journalism. (Journalism doesn't let people who aren't majors take their advanced courses, only two faculty.).

     Want to build a community for GD majors that is rigorous (more integrated, complex experience) and controlled by full-time faculty. Current problem with DSGN 100 is that students who are registered have variety of skill sets/needs. The pace of the class (10-18 students, 3-5 sections per semester) is at lowest performer. This does not give incoming GD freshman the foundation they require. Want GD students to take classes together as a cohort; however, students who are not majors are still able to take the more advanced courses- advanced design for non-majors. Students are not prevented from entering into the major; rather they are encouraged to enter it sooner.

     Don't want to get rid of 100/110, but want to better serve incoming majors with the limited staffing they have by offering 101/102.

- *Follow-up* CC: Why do you not have more control over hiring adjuncts that follow curriculum as outlined within catalog/ according to syllabi?
  There are different points of view. Adjuncts apparently have a lot of freedom in what they will teach. (Some have been teaching within the program a long time, 10+ years.) Ideally there would be more control, but currently with no program chair, there is no one to oversee adjuncts, all classes and respective content.

- *Follow-up* CC: Why not have DSGN 100 section/s reserved for incoming freshman and capped at 0 during spring registration? The remaining sections, which could be open to students with a broader interest, could then register with adjuncts teaching the course. Referenced example: Psychology has the same intro course but with specific sections reserved for majors.
  Prior attempts, with intro courses capped at zero for incoming freshman majors, were not successful.
  VS amenable to replacing current 2 intro courses (100/110) with new 2 intro classes (101/102), reserving sections for majors like Psych in a 'phase 2' (future) program modification. VS in favor of this as a future plan, would give her more control over the content in the intro classes.

- CC: What about students who do the minor/core who decide they want to be majors (or vice versa)? Can students still decide to be a major after taking the 100/ 100 courses?
  Yes. There are 2 tracks: if you change into the major while taking DSGN 100, you jump to the inclusive track (DSGN 102). These tracks will come in phases as we will need to get some students through old catalog. Students who decide on the major late (after DSGN 110) take longer to graduate unless exceptions are made. With the proposed program changes, the major could be completed in three years (start sophomore year) and graduate on time. GD want to identify majors early and have them switch into the major track (take DSGN 102 in Spring). Students can always move out again later. DSGN 101 and 102 could also count for minor later if they change their mind. Ideally do not want to let students take the 'easier' 100/110 classes and still declare the major later, want majors in 101/102 courses.
  Foundation 1 (DSGN 101) would include more design process-oriented materials, more risk-taking. This course would make the program more rigorous, while building community amongst the majors. If they take DSGN 100 and love it, student can still move into major – the 100 doesn't keep people out. Once through the two intro classes, the curriculum opens up and more classes can be taken regardless of major/minor/core/otherwise.

- CC: Are learning outcomes the same for 100 and 110?
  Yes, the impetus for creating two separate courses was pacing. The students have a variety of different backgrounds and the pace of the class goes as fast as the slowest, with 10 – 18 students per class. GD majors need a quicker pace.

- *Follow-up* CC: What happens when students decide to major later and miss some of the foundation courses?
  There are cases where substitutions can be made for other classes.

- *Follow-up* CC: What is missing for the minors and core concentrators?
  The practical aspect of the work.

- Minor change petitions required for changes in course pre-requisite. Bank Web, Art Direction and Portfolio classes. This will probably be done in phases as people move through existing catalog courses. Still want to offer Advanced Design to non-majors.

Portfolio Review
- CC: Can you explain the portfolio review?
  Our majors need coaching from inside the RWU community as well as from outside sources. This is how they can get those reviews.

- CC: How do students' populate it? Do non-majors also have the opportunity to do an online portfolio?
  Yes, if they (minors) want to do the work, they are welcome to. (VS showed website with examples of student work). Majors upload coursework each semester to free online portfolio database (behance.net), ongoing updates done to pieces, and reviewed at end of each year of study.
  Students could exit major at a point in which progress within portfolio work is not satisfactory, and petition to count for minor/core. Already done in non-mandatory format with adjunct and alumni last year. Removing GPA requirement for major.

- CC: Can you pass the course with a poor progress portfolio review and remain as a major? What weight does the portfolio review feedback have?
  No official weight. We want to identify students who need help early on. Students can pass review if doing poorly or if they pass the classes. Students can be coach with professors and industry and receive different perspectives on their work. Portfolio reviews throughout the program flags students who need help and more work while providing feedback.

- CC: Can you clarify what the benchmarks are that the proposal discusses?
  There are certain linear expectations that they must meet as the student progresses within the program- use of composition, typography, use of color within the first year. VS showed a progress review report/ rubric included within the proposal and stated that this is used for every progress portfolio review.

Other Questions:
- CC: Will you please clarify what the thesis is?
  It is the last class we give them. The department was seeking a more researched based assignment as opposed to just a portfolio review within the final year. Design topics would be a frame of reference, but more open ended. The class evaluates student work, identifies strengths & weaknesses, & creates goals specific to the student.

- CC: How will the thesis/internship/portfolio be required/ arranged within the program?
  Design topics will be required now instead of portfolio. Program reviewers recommended more open-ended, research option which thesis will provide. The internship will no longer be a requirement of the program. Overall students will be having more options.

- CC: Regarding the new classes – who would be teaching these?
  Myself (V. Sloan), the new hire, and perhaps adjuncts. (Currently interviewing for a second full-time GD faculty member.)

  It remains a concern of the committee that this proposal and the managing of the program is a lot for the limited faculty.

CC discussion:
- Committee concluded that many questions were clarified but we do not, as of yet, have enough information to hold a first reading vote. There were additional significant edits/clarifications within the proposal that needed to be made. We will provide VS with comments for the BA and foundation courses by/at our last meeting of the semester.
- The committee will look over the major proposal as well as each course in order to provide our recommendations before the end of the semester.

3. **First Reading/ Courses, Programs**
   COMM 201 Concepts in Communication, New Course, 12/7/15 (revise &returned 4/2/17)
   (associated with the COMM petitions of the April eballot)

At first reading (2/12/2016), no vote taken only: "DECISION: Request changes."

- Please provide clarification within the fulfillment information- will this also be included within the Minor and Core Concentration?
- Comments within the petition vary between if required or as elective for major. Within the brief description of the proposal, this course is listed as an elective to the major. In other fields, it is not. Fulfillment info within the petition still states it is a required course, twice. Please remove this elective reference- the program petition and this course petition are within the queue concurrently. Please check the box by 'this course will increase the number of courses required for the major.' (in the cross-Listing tab). Attached letter states it will no longer required (for BA) as to not hold up review of this course. The BA program modification awaits this course review however due to submission timing.
- It was unclear in the petition the purpose of the interest group attachment. Please clarify its inclusion within the petition- are these examples of topics to be offered with this course?
- The attached syllabus to this proposal is for another course already in the program's curriculum (COMM 265). How does COMM 201 differ from 265? Please provide a sample syllabus for the proposed COMM 201. COMM 265 is a different course already within the catalog. (Was this 265 syllabus mistakenly uploaded-Notes within the petition indicate that the first of these courses was offered in the Fall of 2015, as a COMM 432, and may be a more relevant sample syllabus for this petition.) (Earlier reading of petition in 2016 included a syllabus that was for a concepts course at a different institution at a 100 level.)
- Petition Resources indicates that consultation with the CAS librarian was underway (2015). Has this been done?
- Is there course content overlap with WTNG 439 Rhetoric and Persuasion? Please consult with Writing Department to ensure minimal impact.

   Motion to adjourn: 3:36 pm.