Academic Programs 2015-16 Annual Report Change Responses

Name	School/College	Department	Academic Program	Academic Year	Type of Change/Action	Process for Determining Change/Action (e.g., who was involved, what data, what action, when, impact of action)
Theodore Brown	Architecture		Architecture B ARCH	2014-15	Curricular	Under the leadership of the Curriculum Committee, the faculty has discussed replacing a one-year thesis experience (ARC 505 Thesis Prep + ARC 508 Thesis) with a directed research program. Aspects of the profession have moved into a research mode. Students have spent too much time laboring to construct a problem of design instead of developing research skills. The proposed change is to better prepare our students for the profession. The proposal was first arrived at and voted on during a faculty and staff retreat, F 2014. During AY 2014/15 the curriculum committee evaluated several alternative scenarios and the impact on course staffing. This material was regularly presented at bi-monthly faculty meetings for discussion. In F 2015 the directed research studio will be presented as a new course for faculty vote and, if approved, it will move onto the University Senate for approval.
Theodore Brown	Architecture		Architecture B ARCH	2012-13	Curricular	As a result of the faculty's desire to deepen the experience and the outputs of the Integrated Design Studio (IDS - formerly Comprehensive Design), the Curriculum Committee proposed the relocation of the IDS from the 3rd year (ARC 308) to the fourth year (ARC 409) by which time the students have completed the entire building technology and structures sequence. The results of this studio are assessed by the national accrediting body. The Curriculum Committee brought the action before the faculty for discussion and vote. The faculty approved the curricular change. As noted, the students are better prepared to enter this studio as they have completed the structures and technology sequence. The concomitant results support the value of this action.
Jean-Francois Bedard	Architecture		Architecture M Arch	2013-14	Curricular	- Chair of Graduate Programs / Curriculum Committee / SOA Faculty / Graduate School / Senate Curriculum Committee / Board of Trustees / NYSED - Evaluation of the degree program by the National Architectural Accreditation Board - Curriculum was modified to introduce more global history instruction and to foreground research - Faculty approved the changes 3.28.14; graduate school approved on 10.29.14; new curriculum was implemented Fall 2015 - We will be analyzing the results at the end of the 2015â€“16 academic year
Jean-Francois Bedard	Architecture		Architecture MS	2014-15	Curricular	- Instructor, Graduate Chair, Dean - Design research projects produced by MS students in previous academic years - Revision of course content for ARC 707 and ARC 708 - Spring 2015 - Results of course modification will be analyzed at the end of the Fall 2015 and the Spring 2016 semesters.
Kishi Ducre	Arts&Sciences	African American Studies	African American Studies BA	2014-15	Curricular	The undergraduate committee proposed (and full faculty voted) on revising the course description to include information on the preferred academis standing of students enrolled in courses above 400-level. Those changes were made through the College Curriculum Committee.
Kishi Ducre	Arts&Sciences	African American Studies	African American Studies BA	2013-14	Curricular	The undergraduate studies committee discussed the possibility of revising our two-track system of requirements for our majors; Majors are expected to take courses either along the Social Sciences Track or the Humanities Track. The first step in review of this major policy change was to research other Black/African American/ Africana Studies program curricula at other Colleges and University. To date, no vote has taken place on whether to revise the track system. Still in the exploratory phase.
Kishi Ducre	Arts&Sciences	African American Studies	Pan African Studies MA	2011-12	Curricular	The Graduate Studies Committee met in December 2011 for an all-day retreat on the graduate curriculum, particularly an assessment of the core courses of the PAS program: AAS 525, 610, AAS 611, and AAS 612. One of the outcomes of this retreat was a new requirement that PAS students must take an advanced theory or methods course - as AAS 525 (Research Methods in African American Studies) was not enough for masters-level proficiency in completing a thesis. Since then, all graduating PAS students are required to take an additional advanced theory or methods course prior to completion of their masters' thesis credits. The Committee believes that the intellectual rigor of PAS theses has improved as a result of this action.

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Theo Cateforis	Arts&Sciences	Art and Music Histories	Fine Arts BA	2014-15	Programmatic	In fall 2013, the entire faculty of the department of art and music histories agreed to make substantial changes to the Fine Arts major. The revisions were undertaken by Professors Amanda Eubanks Winkler and Romita Ray in consultation with the other faculty. The major as it existed at that time was lacking in any rigorous structure. While the major was intended for students who wanted to take both art history and music history courses, there was nothing to mandate this. Students could take all their courses in art history or all of them in music history, essentially making the major a watered down version of the Art History and Music History &Cultures majors that the department already offered. In the new major, it was decided that students would be required to split their upper division coursework evenly between HOA and HOM (9 credits in each), making this a more integrated major distinct from the department's other ones. The department chair filed curricular paperwork in fall 2013 and it became active for the 2014-15 academic year. It is difficult at this early stage to determine the subsequent impact of the action, but it has made advising for the major must easier and given the students a much clearer sense of the expectations for the major's curricular content.
Theo Cateforis	Arts&Sciences	Art and Music Histories	History of Architecture BA	2014-15	Programmatic	Prior to the proposed programmatic changes, the major in the history of architecture required 30 credits of coursework in upper division art history courses, at least 18 of which were to be courses in the history of architecture. It was possible under this description to take the entirety of the coursework in the School of Architecture. After reviewing these requirements, it was decided that they should be changed so that 9 credits had to be taken in HOA (art history) courses, 15 in ARC (Architecture) courses and 6 further upper elective credits. Matilde Mateo wrote the proposal and consulted with the historians in the School of Architecture. It was accepted by the department of Art and Music Histories and submitted as curricular paperwork in fall 2013. It is difficult at this early stage to gauge the subsequent impact of this action. It is possible that it has impacted the enrollment of the major negatively, since most of the majors came from the School of Architecture and took most of the courses there and in Florence. We will need to look at the figures to see whether enrollment has gone up or down, but we need more years to determine that.

Theo Cateforis	Arts&Sciences	Art and Music Histories	Music History and Cultures BA	2014-15	Programmatic	In recent years the music history faculty in the department had added two new tenure track lines, and long time faculty had pursued new research paths. As a result we were able to offer a wider array of courses than in the past. To encourage our majors to take these courses and to give our students a broader and more diverse educational experience, the music history faculty decided to alter the upper division requirements for the music history and cultures BA. Specifically, we changed our upper division breadth requirement to reflect the diversity of our current course offerings. Where we had previously had three categories for the breadth requirement (European; American; Ethnomusicology), the new breadth requirement became as follows: Breadth requirement (9 credits). Students must complete at least one upper-division course in European Music (HOM 360s, 460s, 560s) and two courses from among the following areas: Music and Technology (HOM 310s, 410s, 510s), Latin American Music (HOM 320s, 420s, 520s), Music and Dance (HOM 350s, 450s, 550s), American Music (HOM 370s, 470s, 570s), and Ethnomusicology/World Music (HOM 380s, 480s, 580s). Students cannot take both non-European music courses in the same area. The paperwork for this change was submitted in fall 2013 and became active in 2014-15. The impact of this action has been to clarify for students the categories into which our courses fall, and to allow them more flexibility in the upper electives that may fill their breadth requirement. It has also made advising of our majors easier. Over the past few years we have added two new faculty lines.
Theo Cateforis	Arts&Sciences	Art and Music Histories	Art History BA	2014-15	Programmatic	Programmatic Change: Previously, students were required to take at least one course from four of the following five areas: (ancient/medieval; Northern/Italian Renaissance; Baroque/18th Century European; Modern/American; Non-Western). The program was changed so that students have to take a course in all five areas. 1. Who was involved in the decision making process? Faculty members from the art history area were involved in the decision making process. 2. What information or data were reviewed? Faculty realized that leaving out one of the areas was leading to serious gaps in an art history major's knowledge of art history. In addition, this change was made keeping in mind that two recent faculty hires had diversified the department offerings to include East Asian art and Latin American art. 3. What action was taken and when did it take place? The change was proposed during an art history faculty meeting leading to the submission of curricular paperwork in fall 2013. The changes went into effect 2014-15. 4. The subsequent impact of the action? Increasing the distribution requirement in this manner ensured that art-history majors have a more comprehensive grasp of the discipline. Students are better prepared to apply to graduate school programs and have increased their geographical options of employment and study (for example, a student studying East Asian Art is now better qualified to apply for jobs in galleries in China, Korea, and Japan).

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Theo Cateforis	Arts&Sciences	Art and Music Histories	Art History MA	2013-14	Curricular	As of Fall 2013, all first-year students are required to take HOA 656 "Proseminar in Graduate Research Methods and Scholarly Writing." The aim of this proseminar is to teach incoming graduate students in art history the research methods and scholarly writing skills required to be successful M.A. candidates and to become competitive professionals in art history and related fields. Sascha Scott drafted a proposal in Fall 2011, which was revised and approved by all of the art history faculty and the department chair. The course/requirement was approved by the curriculum committee in Spring 2012. The requirement went into effect in Fall 2013. Faculty members take turns teaching this course. (It wasn't implemented in Fall 2012 because Prof. Scott, who designed the course, was on leave.) This change was made due to the experience of the art history faculty, who were finding a systemic problem with graduate students that were underprepared to produce graduate-level research and writing. The breaking point was Spring 2011, when one graduate student was expelled for plagiarism (â€œacademic dishonesty) and another was sanctioned for â€œacademic negligence.â€ This was the catalyst for the faculty to develop the course. Since HOA 656 was implemented in 2013, the graduate students are producing far better work, both in terms of the writing and research. The course also instills a level of professionalism that has had a ripple effect. Students are more engaged in every way in the program and in developing a career in art history.
Theo Cateforis	Arts&Sciences	Art and Music Histories	Art History MA	2011-12	Curricular	As of 2011-2012, graduate students register for a 3-credit, graded course entitled HOA 757 Art History Symposium. Before this, the Symposium Paper was a requirement for graduation, but was not taken for credit and was graded Pass/Fail. The entire art history faculty was involved in the decision making process. It was approved by the art history faculty and the department chair. The change was made because faculty needed a way to assess the quality of the final MA projects. Some students produce high quality MA projects, while others submit work that is merely â€œpassing.â€ A 3-credit course allowed faculty to indicate to a student, as well as potential employers and graduate programs, the quality of a student's final MA project. As a result of this action, there has been more transparency about the quality of graduate students' final MA work.

Theo Cateforis	Arts&Sciences	Art and Music Histories	Arts Leadership Administration CAS	2014-15	Curricular	Please Note: the Janklow Arts Leadership Program is only in its fourth year; and the certificate program is even newer. The certificate of advanced studies will not undergo any changes until next year (2016-17), which is not an option on the drop down menu. Beginning with 2016-17, there will be a term paper requirement to added to ALP 601 (Entrepreneurship and Leadership in the Arts) for certificate students. The purpose of the paper is to directly link the course work and the student's professional life, detailing the impact of the coursework on the student's thinking about their professional life and work. This decision was made by Mark Nerenhausen, the program director, after consulting with the chair of art and music histories, members of the Janklow Arts Leadership faculty advisory group, and other faculty members in art and music histories. The new requirement will be introduced during orientation and referenced throughout the academic year. This new requirement is not yet in place, so there is no way to gauge its impact just yet.
Theo Cateforis	Arts&Sciences	Art and Music Histories	Arts Leadership Administration MA	2014-15	Curricular	Please Note: the Janklow Arts Leadership Program is only in its fourth year; the program did not undertake any major changes until this year (2015-16), which is not an option on the drop down menu. The program added the requirement to ALP 601 (Entrepreneurship and Leadership in the Arts) that the students begin the capstone process as part of this seminar, specifically the requirement that the capstone outline must be completed as a requirement for ALP 601. This decision was made by Mark Nerenhausen, the program director, after consulting with the chair of art and music histories, members of the Janklow Arts Leadership faculty advisory group, and other faculty members in art and music histories, and recognizing that the students in the program needed more guidance on their capstone projects at an earlier point in their program of study. The new requirement was included in the orientation and syllabus for ALP 601. A presentation specifically on the capstone was added as a component of the orientation process, and was referenced throughout the year. This is the first year the process is in place so we do not yet know the final impact. To date, however, the students have expressed more interest in the capstone earlier in the academic year and have scheduled more advising meetings than previous students in the program.
Amanda Eubanks Winkler	Arts&Sciences	Art and Music Histories	Med-Ren Studies Minor	2014-15	Curricular	1) When I took over as Medieval and Renaissance Studies Advisor, the outgoing advisor (Dennis Romano) and I discussed the need to update the curriculum. 2) As I began to evaluate the minor, I thought about potential changes that could be made. 3) Toward the end of the academic year (2014-2015), I contacted all affiliated faculty via our e-mail listserv and requested syllabi. I then revised our curriculum, adding new courses and dropping ones that are no longer taught. 4) Upon drafting the revised curriculum I posted it to our e-mail listserv, soliciting feedback. Upon receiving feedback, I tweaked the curriculum 5) In Fall 2015, I submitted paperwork to the College of A&S to revise our Med/Ren minor curriculum. 6) The impact of the action is unknown as the changes have not gone into effect. I suspect that fewer students will need to petition to have their coursework approved, as our curriculum list of approved classes will have been updated.
Myrna García-Calderón	Arts&Sciences	Latino-Latin American Studies	Latino-Latin Amer Studies BA	2014-15	Programmatic	The program director with the support of affiliated faculty and the Associate Dean of Curriculum and Instruction, Prof. Gerry Greenberg. Reviewed the course history of the program Devised some outcomes that were in tune with the Latino/Latin American Studies Program's goals

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Myrna García-Calderón	Arts&Sciences	Latino-Latin American Studies	Latino-Latin Amer Studies BA	2013-14	Process	As program director I began to gather the history and evolution of the program in order to assess past achievements and future goals. Interviewed past directors Gathered the documentation available
Terry McConnell	Arts&Sciences	Mathematics	Applied Mathematics BA	2010-11	Curricular	This program was approved by faculty votes in fall 2010, and were instituted in fall 2011. The introduction of this program necessitated an immediate curricular change: in fall 2011 the course MAT 518 â€œTopics in Applied Mathematicsâ€ was renamed to â€œFourier series, Transforms and Waveletsâ€ and given a more concrete syllabus. This was done so that the course could find a permanent place within these programs of study. In spring 2015, faculty approved a change to undergraduate programs in Applied Mathematics, replacing the extra-disciplinary requirement "Complete two sequences of two approved science courses outside of the mathematics department" with "Complete two sequences of two approved science courses for a total of four different courses outside of the mathematics department" This was done after major advisors noted that many applied mathematics majors are interested in Economics, and the two most popular Economics course sequences overlap. To support the new program, the frequency of offering of 581 was increased and the content of 518 was standardized. As a result of the action number of enrollments grew from zero to 8 in the most recent AY
Terry McConnell	Arts&Sciences	Mathematics	Applied Mathematics BS	2010-11	Programmatic	This program was approved by faculty votes in fall 2010, and were instituted in fall 2011. The introduction of this program necessitated an immediate curricular change: in fall 2011 the course MAT 518 â€œTopics in Applied Mathematicsâ€ was renamed to â€œFourier series, Transforms and Waveletsâ€ and given a more concrete syllabus. This was done so that the course could find a permanent place within these programs of study. In addition, frequency of offering of MAT 281 was increased. In spring 2015, faculty approved a change to undergraduate programs in Applied Mathematics, replacing the extra-disciplinary requirement "Complete two sequences of two approved science courses outside of the mathematics department" with "Complete two sequences of two approved science courses for a total of four different courses outside of the mathematics department" This was done after major advisors noted that many applied mathematics majors are interested in Economics, and the two most popular Economics course sequences overlap. As a result of the action enrollment in the program increased from zero to 9 in the most recent AY.
Pinyuen Chen	Arts&Sciences	Mathematics	Applied Statistics Minor	2014-15	Process	Pinyuen Chen began the process of interviewing each student who was interested in the minor program before the student declared the minor officially. This interview action was not done in previous years.
Pinyuen Chen	Arts&Sciences	Mathematics	Applied Statistics Minor	2014-15	Other-Design a new course	Professor Terry McConnell of the math dept designed a new course MAT421, a one semester calculus based statistics course, which can be used toward the minor degree in applied statistics.
Pinyuen Chen	Arts&Sciences	Mathematics	Applied Statistics MS	2014-15	Process	Senior associate Dean Gerry Greenberg and Pinyuen Chen began to offer scholarship to new admitted students.
Pinyuen Chen	Arts&Sciences	Mathematics	Applied Statistics MS	2014-15	Curricular	The math department began to offer more graduate level statistics courses for the students in the applied statistics master's degree program. The courses included MAT755 and MAT850 offered by new faculty Dr. Volterman and MAT752 offered by Pinyuen Chen.

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Terry McConnell	Arts&Sciences	Mathematics	Mathematics BA	2011-12	Curricular	Title change of MAT 412 and MAT 512 to Analysis I and Analysis II The title change made some things clearer to the students: for one thing, that both are parts of the same subject (e.g., for instance some of our undergraduates when they apply to graduate school do not realize that they should list MAT 412 as an analysis course that they have taken), but, more importantly, that MAT 412-512 is indeed a sequence. The latter is especially important for we often have graduate students (from our department or others) who take MAT 512 thinking from the title that it is the first course on analysis.
Terry McConnell	Arts&Sciences	Mathematics	Mathematics BA	2011-12	Curricular	- Number change of 275 to 375. (Proposed by the Undergraduate committee and approved by the faculty in 2011-12.) We felt this higher number better reflects the level of difficulty of the course. Many students deduce from its number 275 that it should be easier than 295 and 296, yet most of them find it to be more difficult. A few years ago this proposal was put up to the faculty for a vote. It received more yes votes than no votes, but many faculty did not vote at all so that it did not receive approval by a majority of the faculty.
Terry McConnell	Arts&Sciences	Mathematics	Mathematics BS	2011-12	Curricular	- Number change of 275 to 375. (Proposed by the Undergraduate committee and approved by the faculty in 2011-12.) We felt this higher number better reflects the level of difficulty of the course. Many students deduce from its number 275 that it should be easier than 295 and 296, yet most of them find it to be more difficult. A few years ago this proposal was put up to the faculty for a vote. It received more yes votes than no votes, but many faculty did not vote at all so that it did not receive approval by a majority of the faculty. We don't know if the two curriculum changes were the reason, but number of BS degrees conferred reached local maximum of 17 in 2015
Terry McConnell	Arts&Sciences	Mathematics	Mathematics BS	2010-11	Curricular	- Title change of 412-512 to Analysis I and Analysis II (in part because of feedback from students who failed to report 412 as an analysis course when applying to graduate school.) The title change made some things clearer to the students: for one thing, that both are parts of the same subject (e.g., for instance some of our undergraduates when they apply to graduate school do not realize that they should list MAT 412 as an analysis course that they have taken), but, more importantly, that MAT 412-512 is indeed a sequence. The latter is especially important for we often have graduate students (from our department or others) who take MAT 512 thinking from the title that it is the first course on analysis.
Terry McConnell	Arts&Sciences	Mathematics	Mathematics MS	2013-14	Curricular	MAT 661 has undergone a change: the text change: Lawson Topology: A Geometric Approach, replacing Munkres: Topology. 761 has undergone a text change: Hatcher, Algebraic Topology, replacing Rotman: An Introduction to Algebraic Topology. Both represent a change in curricular emphasis toward a more geometric approach to topology.
Terry McConnell	Arts&Sciences	Mathematics	Mathematics PhD	2014-15	Programmatic	In Spring 2015, the timing of the preliminary exams was changed from August and January to August and May. Students are now expected to take the preliminary exam in the May following their first year of study and pass the exam no later than August preceding their second year of study. As a result of this change, graduate students will know whether they have passed their preliminary exams at the beginning of their second year of study. The graduate students were polled on this change and overwhelmingly supported it. In Spring 2015, faculty voted to eliminate placement exams in favor of placing all incoming graduate students at 600 level courses. The rationale was that placing weaker students in 500-level courses did not really help them to catch up; most such students left without completing a PhD. The graduate students were polled on this change and overwhelmingly supported it.

Terry McConnell	Arts&Sciences	Mathematics	Mathematics PhD	2013-14	Programmatic	In Fall 2013, the Algebra Qualifying Exam was added as the allowable Minor Exams for Ph.D. students taking the Major Exam in Topology. This was in response to the observation that the students inclined toward Topology are generally more interested in Algebra than in Analysis. In Fall 2013, the Qualifying Exam requirements were change to allow students to choose a Minor exam to be any one of {Algebra, Analysis I, Topology} as long as it is in a different area than the Major Exam (subject to exceptions concerning Numerical Analysis and Statistics). In particular, this allowed students to satisfy the requirement with a combination of Algebra and Topology exams. The change was made in response to the greater number of graduate offerings in Topology, and students taking them.
Terry McConnell	Arts&Sciences	Mathematics	Mathematics PhD	2013-14	Process	In Spring 2014, graduate advising became the responsibility of two faculty members, who agree to perform the duties of graduate advisors on a continuing basis. This was done after observing that the past advising system, wherein each member of the Graduate Committee was assigned roughly one-third of the graduate students, often led to a student having a different advisor every year, destroying any continuity or opportunity to form an effective relationship.
Natalie Russo	Arts&Sciences	Neuroscience	Neuroscience ILM	2014-15	Programmatic	John Russell, biology professor and the academic advisor to the ILM in Neuroscience students was retiring. In determining who would replace him, it became evident that making programmatic changes would be difficult if the person directing the program had to teach, advise, maintain an active research lab and also make programmatic improvements. Dr. Sandra Hewett, the executive director of Neuroscience studies along with the ILM and neuroscience executive committees worked with Dean Langford, and subsequently Dean Ruhlandt to propose the hiring of a professor of practice whose responsibilities would include teaching ILM specific courses as well as advising, while a director, whose charge would be programmatic changes would be appointed. In the Spring of 2015, a search was approved for a professor of practice and after extensive review and interviews conducted by the search committee (Dr. Kevin Heffernan, Dr. Corey White, Dr. Dessa Bergan-Cicco, Dr. Soren Lowell, Dr. Natalie Russo, & Dr. Sandra Hewett), Dr. Jacob Shrekengost was hired. In addition, Dr. Natalie Russo was appointed Director of the ILM in Neuroscience, both positions being effective in the Fall of 2015. Already, small scale changes are being made. Dr. Russo has met with several program directors to provide information regarding the ILM and to help develop schedules that would allow students from additional majors (e.g. medicinal chemistry) to fit the ILM into their curriculum; courses have been submitted to the university curriculum committee to add courses as possible electives, providing students with more flexibility in their ability to fulfill the ILM curriculum requirements. In addition, we have reached out to students and held an orientation session to hear their feedback regarding the ILM and we are looking into their suggestions. Further, we are developing both an exit exam and needs assessment, as well as a 1 credit course focused on professional development for the ILM students.
Ben Bradley	Arts&Sciences	Philosophy	Ethics ILM	2011-12	Programmatic	Sam Gorovitz introduced a new requirement that ethics majors must first take PHI 391 and 393, and receive at least a B, before declaring an ethics major. No information was reviewed. This took effect in 2011. The impact is unclear but might have decreased number of majors.
Ben Bradley	Arts&Sciences	Philosophy	Philosophy BA	2014-15	Programmatic	The entire philosophy department was involved in the process. We modified our major requirements in the following ways: reduced number of credits from 33 to 30; increased the number of history of philosophy courses that would count towards the history requirement; streamlined the distribution requirements and added new courses to the distributions. Information reviewed included the number of credit hours required by other humanities departments; frequency of course offerings in each of the area requirements. New requirements went into effect in Fall 2015 and it is too soon to tell the impact.
Ben Bradley	Arts&Sciences	Philosophy	Philosophy MA	2013-14	Curricular	Kevan Edwards, Bob Van Gulick, Andre Gallois, Ben Bradley. We changed the number and description of the 500-level philosophy of mind course. This took place in Fall 2014. No impact so far.

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Ben Bradley	Arts&Sciences	Philosophy	Philosophy PhD	2010-11	Programmatic	The entire philosophy faculty was involved. We looked at requirements at other PhD programs in philosophy. We introduced three "Proseminars" to be required of all PhD students, in metaphysics/epistemology, moral and political philosophy, and history of philosophy. We reduced the number of required courses from 18 to 15. This took place in Fall 2010. So far it seems to be reducing time to degree, and our students are publishing more papers in journals.
Jay Hubisz	Arts&Sciences	Physics	Physics BA	2014-15	Other-Facilities	Prof. Middleton and Brown helped with a renovation of Holden Observatory (made possible by a generous gift from the Druger family). Classes in Astronomy are now offered in the observatory. Impact is felt in improved resources for undergraduate learning and vast improvement in the instructional environment.
Jay Hubisz	Arts&Sciences	Physics	Physics BA	2012-13	Other-equipment and content	Prof. Britton Plourde spent a semester working on laboratory classes in the physics department, implementing new equipment, and going through lab write-ups. Enrollment in labs has been increasing as our number of majors increase. Improved facilities and equipment may play a good role in helping recruit majors.
Jay Hubisz	Arts&Sciences	Physics	Physics BA	2010-11	Process	Prof. Middleton and Prof. Saulson reviewed enrollment data in our programs of study, and found we could attract more majors and serve strong students in other programs of study (in the honors program) by offering Physics 215 and 216 every semester. We began this in Fall of 2010. We see strong enrollment in these courses, and our number of majors has been steadily increasing since then.
Jay Hubisz	Arts&Sciences	Physics	Physics BS	2014-15	Other-Improved facilities	Profs. Middleton and Brown oversaw renovation of Holden Observatory (made possible by a generous gift from the Druger family). These improved teaching settings help with instruction in astronomy, and provide a vastly improved learning environment for students.
Jay Hubisz	Arts&Sciences	Physics	Physics BS	2012-13	Other-Equipment and syllabus	Prof. Britton Plourde worked for a semester on revamping laboratory courses (equipment and write-ups). Impact is improved undergraduate resources, better learning, and better recruitment of majors.
Jay Hubisz	Arts&Sciences	Physics	Physics BS	2010-11	Process	Physics 215 and 216 were offered every semester starting in Fall 2010. Prof. Saulson and Middleton were involved with this experiment. Impact appears to be increased service of honors students, and potentially increased number of physics majors.
Simon Catterall	Arts&Sciences	Physics	Physics MS	2014-15	Process	The faculty were concerned that typically one or two students were falling behind in the PhD program each year and this was not being recognized until too late to rectify the problem. Those students were then taking a terminal master's degree. To counteract this the advising system for graduate students was strengthened by more regular and intensive meetings between academic advisors and their students to try to preemptively discover students who were struggling and take whatever action was necessary to keep them on track.
Simon Catterall	Arts&Sciences	Physics	Physics PhD	2012-13	Programmatic	The PhD program was changed to remove a requirement that students take either PHY885 or PHY831. Going forward these courses would be treated as electives. In additon after the core courses were completed students would only be required to take a further 3 elective formal classes in comparison to 4 courses in the past. The rationale for this change was to accelerate the transition of students from classroom learing to research in a lab. In addition the total number of ctedits required for graduation was reduced from 51 to 48 consistent with other science departments at SU. This latter change required us to obtain NYS approval which was done. This change was led by then Director of Graduate Studies Simon Catterall in consultation with faculty. This change has resulted in teh desired effect; almost all students are now pursuing research by the middle of their third year of studies.
Tanya Eckert	Arts&Sciences	Psychology	Clinical Psychology PhD	2014-15	Process	All of the faculty in the clinical psychology program were involved in the decision-making process. The learning objectives were reviewed in relation to course offerings and an assessment system was finalized.
Tanya Eckert	Arts&Sciences	Psychology	Clinical Psychology PhD	2014-15	Curricular	The curriculum was updated in relation to the learning objectives to reflect new graduate course offerings that were regularized in the department.
Tanya Eckert	Arts&Sciences	Psychology	Experimental Psychology PhD	2014-15	Curricular	All faculty in the Experimental Program engaged in extensive revision to their curricular plan.

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Tanya Eckert	Arts&Sciences	Psychology	Experimental Psychology PhD	2014-15	Process	All of the faculty were involved int he decision-making process. Given the changes to the graduate curriculum, changes were made to the assessment and student review processes.
Tanya Eckert	Arts&Sciences	Psychology	Psychology MS	2014-15	Process	All Area Directors were involved in the decision-making process. The learning objectives were reviewed in relation to the graduate curricular requirements. Data collection processes related to the learning objectives were revised and subsequent assessment of learning objectives will include the revised processes.
Tanya Eckert	Arts&Sciences	Psychology	Psychology MS	2014-15	Curricular	The Area Directors were involved in the decision-making process. Changes to the graduate curriculum were reviewed in relation to the learning objectives. Modifications were made to the foundational psychology courses that comprise the first learning objective. This change will be monitored throughout the academic year.
Tanya Eckert	Arts&Sciences	Psychology	School Psychology PhD	2014-15	Process	All program faculty were involved in the decision-making process. Based on feedback from the American Psychological Association, a more systematic rubric was adopted in order to determine clinical competencies for practicum and internship. During the May 2014 faculty meeting, two new rubrics were adopted and incorporated into all student reviews.
Tanya Eckert	Arts&Sciences	Psychology	School Psychology PhD	2014-15	Process	All program faculty were involved in the decision-making process. Based on students' responses to annual faculty feedback, it was decided that an additional meeting with students in poor standing should be adopted in order to allow faculty to discuss concerns and provide more directive feedback. The action was instituted following the May 2015 faculty meeting. Student and faculty will be surveyed regarding the impact of the action.
Tanya Eckert	Arts&Sciences	Psychology	School Psychology PhD	2010-11	Curricular	All program faculty were involved in the decision-making process. The faculty revised the Psychology core requirements in order to improve training in statistics and research design, provide broad and general training in biological bases and individual differences, and enhance education and training in diversity. This action was taken at the April 2011 faculty meeting. Student feedback and alumni surveys will be used to monitor the impact of the action.
Tanya Eckert	Arts&Sciences	Psychology	Social Psychology PhD	2014-15	Curricular	All program faculyt were involved in the decision-making process. Based on changes in graduate course offerings and faculty teaching interests, the graduate curriculum was updated.
Tanya Eckert	Arts&Sciences	Psychology	Social Psychology PhD	2014-15	Process	All program faculyt were involved in the decision-making process. The assessment process was aligned with the curricular changes that were adopted.
Ann Gold	Arts&Sciences	Religion	Religion BA	2014-15	Curricular	A comprehensive review of our undergraduate major was undertaken by the undergraduate committee led by the Director of Undergraduate Studies (Gareth Fisher) and including the department chair (James Watts). A new major was then developed to better emphasize the diversity of the study of religion and to align the department's major offerings more closely with other programs. The new major was approved by the college at the end of the 2015-16 year and went into effect in Fall 2015.
Ann Gold	Arts&Sciences	Religion	Religion MA	2014-15	Curricular	We comprehensively reassessed our entire graduate curriculum, including the MA program, in an effort to make our students more competitive on the academic job market. We streamlined the program to synthesize faculty offerings into three concentrations and eleven traditional or regional religious cultures. The new program has been approved by the graduate school and is waiting approval by the State of New York.
Sharon Dotger	Arts&Sciences	Science Teaching	College Science Teaching PHD	2010-11	Process	John Tillotson, Sharon Dotger, Jason Wiles, and Jeffrey Rozelle reviewed student completion data for the department. Noticing a high percentage of students past deadlines to complete the degree, the team co-designed an institute over 3 Saturdays to update students about program expectations and how to write a research proposal. Students negotitated timelines to complete the degree with their facult advisor. Subsequently, half of these students have completed a dissertation - the others left the program.
Chandra Mohanty	Arts&Sciences	Women's and Gender Studies	Women's and Gender Studies CAS	2014-15	Programmatic	After a process of discussion, review, and research by the entire department, we have now instituted a stand alone CAS, and have our first student registered for it this Fall. The stand alone CAS allows non SU students to get a WGS graduate certificate. Potentially a stand alone CAS could attract school teachers and other community members who are not enrolled in degree programs but want to develop some expertise in the field opt WGS.

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Chandra Mohanty	Arts&Sciences	Women's and Gender Studies	Women's and Gender Studies BA	2014-15	Curricular	The entire department worked collaboratively to create WGS Humanities and Social Sciences sequences for the liberal arts core. The action was taken in Spring 2015 and is now in effect. Using WGS 101 as the first in the humanities sequence, and WGS 201 as the first in the social sciences sequence, we reviewed the entire list of core and cross-listed WGS courses and created potential sequences that would allow our students to fulfill the liberal arts core requirements, and also attract non-WGS students who could take WGS courses to fulfill humanities and social sciences requirements as part of their liberal arts core. We have yet to asses the impact but the intention is to draw more students into WGS classes.
Eileen Schell	Arts&Sciences	Writing	Composition&Cultural Rhetoric PHD	2014-15	Programmatic	The entire CCR Doctoral faculty was involved. The reading list for the doctoral program exams (part A. listed in the Outcome #3. Student exam answers were reviewed to see what texts were addressed cited. Faculty members were surveyed to see what texts they felt should be on the list and were vital to addressing significant knowledge in the field. The reading list for the written exams for the doctorate was reviewed, discussed, and revised by all members of the faculty with input from the students. Several faculty meetings were devoted to this process. This process leading to the action took place 2014-2015 and was finalized in April 2015. The impact of the action was a new doctoral reading list was distributed and is being used in the course work and also in the process of students studying for exams. This was a significant revision to our list and has enabled us to move forward in the strenghtening the doctoral exams.
Eileen Schell	Arts&Sciences	Writing	Composition&Cultural Rhetoric PHD	2013-14	Process	--Steve Parks, Graduate Director, and the Graduate Committee --Time to degree on transcripts was reviewed to assess how students were moving through the program and what the snags and challenges might be. Students were consulted/interviewed to find out what they needed to improve time to degree. --The graduate director instated a policy where students report their plans and progress to degree every semester. The Committee chair must sign off on this and the Director of Graduate Studies. --The action took place in Fall 2013. --Time to degree is improving in some students because the form keeps them more responsible to a process of reporting and communication. At the same time, there are still students who take an extra year or two for family or personal reasons.
Eileen Schell	Arts&Sciences	Writing	Composition&Cultural Rhetoric PHD	2010-11	Programmatic	We underwent an exteranl review of the Doctoral program in March 2010 as authorized by the College of Arts and Sciences and the Provost. The material reviewed included syllabi, program documents, student work, and interviews with faculty and graduate students plus a self-study report. The reviewers came to campus for three days March 29-31, 2010 to meet with the Dean, Provost, faculty, graduate students, and the key administrators in the unit. They reviewed all documents and interviewed and talked to all members mentioned. They filed a report a few weeks later that documented their findings. They made suggestions for the program in terms of curriculum, time to degree, degree progress, support for research, and use of faculty time that can be documented in a lengthier document. They ranked the program in the top 5 in the nation. The action impact was that the program considered suggestions around curricular changes, time to degree changes, support for research afterward and made some changes to reporting on degree progress, made some curricular revisions and adjustments, and other changes. A fuller report can be provided.

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Rebecca Howard	Arts&Sciences	Writing Program	Writing and Rhetoric BA	2014-15	Curricular	1. Additions to courses counting toward the Major and Minor in Writing and Rhetoric WHO WAS INVOLVED: The Committee on the Major and Minor in Writing and Rhetoric; the tenure-line faculty of the Writing Program WHAT INFORMATION OR DATA WAS REVIEWED: Review of the university course catalogue; contacts with departments offering courses that would benefit our majors' understanding of writing and rhetoric; review of syllabi for the courses under consideration; selection of a final list of courses WHAT ACTION WAS TAKEN: The Committee on the Major and Minor in Writing and Rhetoric proposed to the Writing and Rhetoric faculty that AAS 433, CRS 317, CRS 325, CRS 327, ETS 426, ETS 430, LIN 201, LIN 251, LIN 471, LIN 481, and WGS 365 be approved as courses that can be counted toward the major in Writing and Rhetoric. After a favorable vote from the Writing and Rhetoric faculty, the Director of the Major in Writing and Rhetoric is forwarding the proposal to the Arts & Sciences Curriculum Committee, thence through university channels to New York State for approval. WHEN THIS ACTION TOOK PLACE: 2015 THE SUBSEQUENT IMPACT OF THE ACTION: When the courses gain approval, they will substantially aid our students' ability to tailor their Writing and Rhetoric to their own goals as writers
Rebecca Howard	Arts&Sciences	Writing Program	Writing and Rhetoric BA	2014-15	Curricular	2. Review of WRT 255 WHO WAS INVOLVED: The Committee on the Major and Minor in Writing and Rhetoric; its subcommittee on WRT 255, a core required course of majors and minors in Writing and Rhetoric WHAT INFORMATION OR DATA WAS REVIEWED: The subcommittee on WRT 255 conducted interviews with all instructors (still at SU) who have taught the course; reviewed all WRT 255 syllabi that have been taught since 2007; went through the sample reading lists for 255 and updated or suggested changes for each unit of the course WHAT ACTION WAS TAKEN: Revised Outcomes and revised course materials will be shared with the full-time faculty of the Writing Program WHEN THIS ACTION WILL TAKE PLACE: Academic year 2015-2016 THE SUBSEQUENT IMPACT OF THE ACTION: Updated outcomes and course materials will lend themselves to a more uniform, rigorous class
Angela Zachman	ECS	Biomedical and Chemical Engineering	Bioengineering BS	2014-15	Curricular	The Bioengineering Capstone Design Course requires students to work in groups on real world projects for a project client. Traditionally, students work on these projects starting in Fall and culminating in May with an oral Power Point presentation. When Dr. Angela Zachman joined the faculty in 2014, she observed from student and faculty reviews of the course and assessment data of student's oral presentation skills (outcome 4), that the students were proficient in prepared oral presentations (and had practiced this type of presentation numerous times in other courses), but less competent in more casual presentations and the ability to answer questions related to their work. To improve upon these skills, Dr. Zachman changed the PowerPoint oral presentation to a poster presentation starting in Spring 2015. This format required students to still prepare oral overviews of their project, but also practice answering numerous questions from faculty and other students, which was not possible in the previous presentation format due to time constraints. This presentation format also allowed up close demos of their designs and more interaction between the â€œaudienceâ€ and student presenters. Students were required to be able to explain their work to people of various backgrounds- from high school students and parents, college students of other majors, and faculty from other departments. Students have since commented that this was one of their favorite parts of the course and made them better prepared for job interviews and discussing their work with peers and co-workers in the future.

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Angela Zachman	ECS	Biomedical and Chemical Engineering	Bioengineering BS	2010-11	Process	A Curriculum Committee made up of BMCE faculty, with assistance from outside assessment experts, and led by Dr. Julie Hasenwinkel and Dr. R. Sureshkumar was formed with the goal of developing a new and sustainable assessment process to be used every semester for the Bioengineering BS program (and Chemical Engineering BS). From these efforts a curriculum map matching specific courses to student outcomes was developed. Multiple progress indicators were written for each outcome, and individual courses from throughout the 4-year curriculum were selected for assessing the outcomes. This process, with minor improvements/modifications, has been used since Fall 2010 to assess student outcomes in the department, facilitating continuous and consistent assessment and reflection on student learning.
Angela Zachman	ECS	Biomedical and Chemical Engineering	Bioengineering BS	2010-11	Programmatic	In 2010 the BMCE department held a 2-day retreat, during which the faculty decided that that the BIoengineering teaching lab (and the Chemical Engineering teaching lab) was due for substantial improvements in order to enhance the environment and safety of the lab and to upgrade and modernize experiments. From the retreat, an Undergraduate Lab Committee was formed, which met numerous times as they researched laboratory experiments and equipment, recommended purchases, and collaborated with the SU Office of Campus Planning, Design & Construction to make safety improvements. The result, completed early in Fall 2011, was that the Bioengineering lab, used for three required Bioengineering courses, was made safer with better, more up-to-date electronic and chemical testing equipment, including a cell sorter and LabView Data Acquisition Modules. Additionally, this upgrade has allowed for further curricular improvements in the three courses (BEN 485, BEN 487, & BEN 301) that utilize the lab space.
Jay Henderson	ECS	Biomedical and Chemical Engineering	Bioengineering MS	2014-15	Programmatic	In Fall 2014, we changed a degree completion requirement for non-thesis MS students from independent study-based research project to a project course. The decision was made by the entire faculty after a series of meetings. The previous practice of student projects was reviewed including the duration of study, work load, and quality of work. The decision was to still allow independent studies as technical electives but establish a MS project course as degree completion requirement, in which students work in teams on advanced design projects. This course was successfully taught last year and is being offered again this year. It allows students to learn more team work, project presentation, and the design of advanced bioengineering products.
Jay Henderson	ECS	Biomedical and Chemical Engineering	Bioengineering PhD	2014-15	Process	The program directors (of Bioengineering and Chemical Engineering), in extensive iterative discussion with the entire departmental faculty, set forth a more detailed and stringent proposal format requirement for the Bioengineering (and Chemical Engineering) PhD candidacy exams. The goal was to help students to do their best work in writing a good candidacy proposal and make it easier for the faculty to compare/judge the proposals.

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Katie Cadwell	ECS	Biomedical and Chemical Engineering	Chemical Engineering BS	2012-13	Curricular	Dr. Katie Cadwell first taught CEN 412 â€“ Chemical Engineering Lab 1 in Fall 2011. Reflecting upon the assessed student outcomes for the lab at the end of the semester (specifically Outcomes 3, 4, 6), Dr. Cadwell did not believe that a sufficient proportion of students were meeting proficiency in any of these outcomes, and further, that the format of the course was not designed to reinforce said outcomes, and should be redesigned to be more open-ended, more focused on design and decision-making, and should specifically teach communication and teamwork skills rather than just expecting them. During spring break in March 2012, Dr. Cadwell sought assistance from an well-regarded Unit Operations (same class, different name) professor, Dr. Harry Toups at Louisiana State University. Dr. Cadwell visited Dr. Toups for two days to observe how he ran his open-ended, real world-relevant experiments in lab and how he supported students in specifically cultivating the same skills she wished to develop in her own students. Throughout the summer Dr. Cadwell worked to completely reformat her own class, and with full support of the Department Chair, Prof. R. Sureshkumar, presented it in such a format to students for the first time in Fall 2012 and each fall thereafter. The result is that students are learning how to work through new problems from scratch instead of just following instructions, and are further developing their professional skills. Numerous graduating students each year since then claim that CEN 412 was one of the most valuable courses they took with respect to teaching them practical engineering skills.
Katie Cadwell	ECS	Biomedical and Chemical Engineering	Chemical Engineering BS	2010-11	Process	A Curriculum Committee made up of BMCE faculty, with assistance from outside assessment experts, and led by Dr. Julie Hasenwinkel and Dr. R. Sureshkumar was formed with the goal of developing a new and sustainable assessment process to be used every semester for the Chemical Engineering BS program (and Bioengineering BS). From these efforts a curriculum map matching specific courses to student outcomes was developed. Multiple progress indicators were written for each outcome, and individual courses from throughout the 4-year curriculum were selected for assessing the outcomes. This process, with minor improvements/modifications, has been used since Fall 2010 to assess student outcomes in the department, facilitating continuous and consistent assessment and reflection on student learning.
Katie Cadwell	ECS	Biomedical and Chemical Engineering	Chemical Engineering BS	2010-11	Programmatic	In 2010 the BMCE department held a 2-day retreat, during which the faculty decided that that the Chemical Engineering teaching lab (and the Bioengineering teaching lab) was due for substantial improvements in order to enhance the environment and safety of the lab and to upgrade and modernize experiments. From the retreat, an Undergraduate Lab Committee was formed, which committee met numerous times as they researched laboratory experiments and equipment, recommended purchases, and collaborated with the SU Office of Campus Planning, Design & Construction to make safety improvements. The result, completed early in Fall 2011, was that the Chemical Engineering lab, used for two required chemical engineering courses, was made safer with better, more up-to-date unit operations equipment. Additionally, this upgrade has allowed for further curricular improvements in the two courses (CEN 311 & CEN 412) that utilize the lab space.
Dacheng Ren	ECS	Biomedical and Chemical Engineering	Chemical Engineering MS	2014-15	Programmatic	In Fall 2014, we changed a degree completion requirement for non-thesis MS students from independent study-based research project to a project course. The decision was made by the entire faculty after a series of meetings. The previous practice of student projects was reviewed including the duration of study, work load, and quality of work. The decision was to still allow independent studies as technical electives but establish a MS project course as degree completion requirement, in which students work in teams on advanced design projects. This course was successfully taught last year and is being offered again this year. It allows students to learn more team work, project presentation, and the design and analysis of units for advanced chemical engineering processes.

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Dacheng Ren	ECS	Biomedical and Chemical Engineering	Chemical Engineering PHD		Programmatic	The change was proposed by the entire faculty of the Department. The faculty compared our CEN PhD program with others in the U.S. As an action, the program was adjusted in 2009 to remove dissertation credits. This change allowed our CEN PhD program to be comparable with other programs nationwide. The change was approved by the NY State Department of Education and allowed the faculty to support more PhD students by reducing the burden from sponsored research funds.
Joan Dannenhoffer	ECS	Civil and Environmental Engineering	Civil Engineering BS	2014-15	Curricular	- Civil Engineering faculty - Information from alumni, management at civil engineering firms, requirements from ABET to include risk assessment in the civil engineering curriculum, and faculty experience - Replace CIE 272 (surveying and statistics) with CIE 273 (surveying and building information management) and CIE 369 (statistics and risk assessment) - First class in Fall 2015 - tbd
Cliff Davidson	ECS	Civil and Environmental Engineering	Environmental Engineering BS	2014-15	Curricular	Students were having difficulty fitting the required course EAR 203 into their schedules, in part because the course is offered only in the spring semester. In some cases, students were not able to take humanities/social sciences electives they wanted due to the need to take EAR 203 in the spring semester. This problem became apparent during advising discussions with the students. All faculty in the CIE Department discussed the problem, and all faculty were involved in the decision to allow either EAR 110 (taught in both Fall and Spring semesters) or EAR 203 to satisfy their Earth Sciences requirement. This change now gives students the flexibility to take their earth sciences elective in either semester.
Qinru Qiu	ECS	Electrical Engineering and Computer Science	Computer Engineering BSCSE	2014-15	Curricular	The CE committee initiates the curriculum change. The proposed change will then be presented to the department faculty meeting. After receiving approval from the department, it will be presented to the Engineering school faculty meeting and get approval there. Finally it will be submitted to the university curriculum committee. During the CE committee meeting, student feedback, senior exit survey and continuous quality improvement (CQI) form from courses were reviewed to assist the decision making. On the department and school faculty meeting, curriculum change forms were reviewed for the rationale of the change. For an example, the CE committee met in the week of Sept. 15, 2014 to discuss the potential of adding a 1-credit core course on "Digital System Design and Simulation with HDL". The proposal was presented and got approval on department faculty meeting on Sept. 26, 2014. It was then approved by the school faculty meeting in Fall 2014 and university curriculum committee in Spring 2015. The new course, CSE 262, was officially added to the course catalog in Fall 2015.
Sue Older	ECS	Electrical Engineering and Computer Science	Computer Science BS	2013-14	Programmatic	Feedback from course evaluations, student interviews, and faculty instructors identified that CS students (i) felt somewhat marignalized in the context of the College of Engineering & Computer Science and (ii) did not think they really understood what the field of computer science was until late in their sophomore year. The specific data sources for this insight included the EECS student council, senior exit surveys, informal interviews with students, course evaluations, the EECS Department advisory board. The CIS Program Committee decided to introduce a CS-specific section for ECS 101 (Intro to Engineering & Computer Science), to promote a sense a community among CS majors, to introduce opportunities to work in teams, and to promote a better understanding of the breadth of the computer science discipline. The new ECS section was introduced in Fall 2013. The overall course evaluation in Fall 2013 was 3.5, in contrast to a score below 3.0 from the previous year. Our anecdotal impression (we will be analyzing data in future years) is that the change has also improved retention within CS.

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Sue Older	ECS	Electrical Engineering and Computer Science	Computer Science BS	2011-12	Curricular	We introduced a new core course (CIS 342: Intro to Systems Programming) to the BSCS program. The instructor for the course suggested in his Fall 2010 CQI (Continuous Quality Improvement) form that it would be useful to have a prerequisite course that covered Unix and basic systems-level programming (including C pointers). The CIS Program Committee analyzed the Fall 2010 rubrics from CIS 48 and consulted wiith faculty and students. The idea of the new course was also shared with the department's advisory board, who confirmed support in January 2012. The first version of this course (taught as CIS 300) was offered in spring 2012, and the CIS 486 rubrics for the Fall 2013 offering were later analyzed: evidence supports the belief that the introduction of CIS 342 increased student learning related to several important program outcomes.
Sue Older	ECS	Electrical Engineering and Computer Science	Computer Science BS	2010-11	Process	The CIS Program Committee (in consultation with course instructors) defined program outcome rubrics for CIS 252, CIS 486, and CIS 351; these rubrics were later approved by the EECS faculty. These rubrics have been used in each subsequent year to assess student achievement of various program outcomes.
Sue Older	ECS	Electrical Engineering and Computer Science	Computer Science MS	2014-15	Process	Our department has had a long-standing problem of MS students registering for more courses than they plan to take and then dropping a course after the add deadline: this situation caused problems for planning (e.g., trying to find large classrooms that ultimately were not needed) and for other students (who were shut out of courses they were interested in taking). The department chair and program directors agreed in Spring 2015 to limit MS students to registering for at most 11 credits per semester. (Students with legitimate plans to take 12+ credits must receive special permission to register for those courses.)
Sue Older	ECS	Electrical Engineering and Computer Science	Computer& Info Sci&Engineering PHD	2011-12	Curricular	The CIS Program Director noted the difficulty in finding appropriate TAs for certain advanced undergraduate and Master's courses, especially the four core courses for the MSCS program. The CIS Program Committee determined it was appropriate for all students in the CISE PhD program to be required to take those courses, even if they transferred a MS from a different institution. The EECS faculty (and subsequently college faculty) approved this change in Spring 2011; the change took effect either in Fall 2011 or in Fall 2012. (The course catalog description did not reflect these changes for a couple years, so it is hard to confirm after the fact exactly when it took effect.)
Robert J Irwin	ECS	Electrical Engineering and Computer Science	Systems & Information Science BS	2012-13	Curricular	Broad-spectrum curricuum clean-up. The curriculum had not been visited since the program was established (without any students) in 2009. Between then and the time students actualy jined the program, a slew of disparate elements of the curriculum needed updating.
John Dannenhoffer	ECS	Mechanical and Aerospace Engineering	Aerospace Engineering BS	2013-14	Curricular	At our regular end-of-semester department retreat, review of the CQI forms indicated a lack of appropriate preparation in several higher-division course. As a result, the AEE program committee changed the course requirements from MAT331/MAT414 to MAT485/MAE312. This became in effective for students entering Fall 2014; therefore it is too early to assess its impact yet.
Young Moon	ECS	Mechanical and Aerospace Engineering	Aerospace Engineering MS	2014-15	Other-The MAE faculty initiated discussion to revise the MS MAE curriculum.	- All MAE faculty involved in the discussion. - We reviewed the current curriculum and other schools' curricula. - We agreed to continue the discussion on curriculum revision. - In various faculty meetings and the graduate affairs committee meetings.
Fred Carranti	ECS	Mechanical and Aerospace Engineering	Engineering Management MS			The degree has not been modified in the past three years. However, actions are pending before the University Senate.

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Young Moon	ECS	Mechanical and Aerospace Engineering	Mechanical and Aerospace Engineering PhD	2014-15	Process	- The entire MAE faculty members were involved in the discussion of changing the timing of written and oral parts of PhD qualifying exam. - We analyzed the past statistics of PhD students for their length of PhD study etc. - We decided to move the timing to earlier dates (for PhD students with MS degrees, written part must be taken in 2 semesters after they begin their PhD study and oral part must be taken in 4 semester. - We implemented this change from 2014-15 academic year. - While the impact needs to be analyzed in years later, we expect better planned and more focused PhD studies overall.
Eunjoo Jung	Falk	Child and Family Studies	Child and Family Studies BS	2014-15	Curricular	- Curricular: Additional course options for â€œYouth & Family Trackâ€ - CFS faculty was involved in the decision making process. - Reviewed information: Available CFS course options on the topic of â€œyouth developmentâ€ - Action taken: Development
Rachel Razza	Falk	Child and Family Studies	Child and Family Studies MA	2013-14	Programmatic	Given the applied nature of the MA, the Graduate Committee altered the master's project so that it was an experience that was directly relevant to their future work with children or in agencies. Specfically, the option to complete a formal literature review was removed and the final project was required to be applied. The motion was brought to the faculty who approved the change. We have had approximately 6 students completing the MA under the new requirements. This change appears to benefit them as many are able to partner with local agencies to implement exciting programs that meet an identified need.
Eunjoo Jung	Falk	Child and Family Studies	Child and Family Studies Minor	2012-13	Curricular	Curricular: Addition of CFS 371 (Latino Families and Children in the United States) - CFS faculty was involved in the decision-making process. - Information reviewed: Available CFS courses regarding â€œculturally diversâ€ populations - Action taken: Course CFS 371 (Latino Families and Children in the United States) added as requirement option - When the action took place: Department/College/Campus approval Spring 2013 - Impact of the action: Course offered each Spring
Rachel Razza	Falk	Child and Family Studies	Child and Family Studies MS	2014-15	Curricular	In an effort to better prepare students for graduate work in CFS and the thesis, the graduate committee worked with faculty to create a CFS proseminar (CFS 615)for all incoming masters and doctoral students. The topics included in this course were identified by the faculty during a discussion about challenges that our graduate students were encountering and ways that we could better prepare them for coursework and their thesis. The course was developed and regularized in 2014 and is being taught for the first time this fall (fall 2015). Given the recent addition of this course, the department has not been able to evaluate it's effectiveness, but we plan to implement a student survey at the end of the fall semester and analyze the feedback for future semesters.
Rachel Razza	Falk	Child and Family Studies	Child and Family Studies PhD	2014-15	Curricular	In an effort to better prepare students for graduate work in CFS and the thesis, the graduate committee worked with faculty to create a CFS proseminar (CFS 615)for all incoming masters and doctoral students. The topics included in this course were identified by the faculty during a discussion about challenges that our graduate students were encountering and ways that we could better prepare them for coursework and their thesis. The course was developed and regularized in 2014 and is being taught for the first time this fall (fall 2015). Given the recent addition of this course, the department has not been able to evaluate it's effectiveness, but we plan to implement a student survey at the end of the fall semester and analyze the feedback for future semesters.

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Eunjoo Jung	Falk	Child and Family Studies	Mindfulness and Contemplative Studies Minor	2014-15	Programmatic	Programatic: Addition of minor to CFS degree program - CFS faculty was involved in the decision making process. - Information reviewed: Campus wide availability of undergraduate program options in the â€œMindfulness.â€ - Action taken: CFS Minor curriculum developed - When action took place: Department/College Campus approval Spring 2014 - Impact of the action: Implementation and promotion of minor
Dyane Watson	Falk	Marriage and Family Therapy	Marriage & Family Therapy MA	2011-12	Curricular	The Department Chair, MFT faculty, and the Dean of Falk college reviewed feedback from our communities of interest (specifically, students, and placement sites) indicating a need for students to have improved knowledge and experience in trauma. The action that was taken was to add trauma focused courses to our curriculum. This has been an ongoing process, with the first trauma course implemented in 2011. As we have added trauma focused curriculum, feedback from our communities of interest has been positive. Students report being more prepared to work with clients who have experienced trauma, and placement sites report satisfaction with students knowledge and abilities.
Dyane Watson	Falk	Marriage and Family Therapy	Marriage & Family Therapy MA	2010-11	Programmatic	In 2010, the Department Chair, the faculty and the Dean made the decision to change the MFT degree program from a 45 to 60 degree credit program. This decision was made based on information reviewed of MFT professional licensure requirements across the United States. As a result of this action, students have been able to use their degree as a basis for licensure without needing to complete more course work in the state to which they are transporting their degree.
Dyane Watson	Falk	Marriage and Family Therapy	Marriage & Family Therapy PhD	2014-15	Curricular	The MFT Doctoral program has undergone a change in required credit hours based on a review of needs assessment and trends in MFT doctoral education. The Dean of Falk College and the MFT faculty were involved in the decision-making process. This action has provided opportunities for a change in our assessment plan to include more specific measures and a continuing cycle of assessment to inform program improvement.
Dyane Watson	Falk	Marriage and Family Therapy	Marriage&Fam Therpy (dual SWK) MA	2014-15	Process	This past year, based on formal and informal feedback from students enrolled in the MFT/SWK dual degree program, the MFT Department Chair and faculty made the decision to offer information sessions throughout the fall and spring semesters for the students. Students had reported needing more curriculum and program sequencing information. Students have attended meetings that began in March 2015. The impact of this action is a consideration of change in advising procedures. Continued assessment will be implemented to further evaluate.
Dyane Watson	Falk	Marriage and Family Therapy	Trauma-Informed Practice CAS	2014-15	Programmatic	The implementation of this new CAS began in 2014-2015 as a result of discussions between the Dean of Falk College and the faculty of the Social Work and Marriage and Family Therapy programs. The action taken is the designing and implementation of an assessment plan. Initial analysis of formal data corresponds with informal data suggesting that students are engaging appropriately and achieving competence in the stated student learning outcomes. Further data collection and refinement are needed as the CAS continues to grow.
Maureen Thompson	Falk	PHNFS	Addiction Studies CAS	2013-14	Programmatic	Who: faculty teaching addiction courses and UG PH program director What information: NYS OASAS education training requirements What action: CAS was revised to meet the credentialing requirements for alcohol and substance abuse counseling When: fall 2014 Impact: program was approved by NYS OASAS, in compliance with education training requirements

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Maureen Thompson	Falk	PHNFS	Addiction Studies CAS	2011-12	Curricular	Who: course faculty, and public health faculty What information: course evaluations What action: The cross-listing of HTW 318 and HTW 618 was removed When: Fall 2012 Subsequent impact: course evaluations reflect that graduate students are more satisfied with the learning environment than when the course met with UG (220+ enrollment)
Maureen Thompson	Falk	PHNFS	Addiction Studies Minor	2014-15	Curricular	Who: Course faculty, public health program director, Falk College Dean Academic Affairs What information: course evaluations What action: course restructured to 2 day/week offer (had been 1 day/week offer) When: fall 2015 Impact: unknown at this time, course evaluations will be reviewed fall 2015
Maureen Thompson	Falk	PHNFS	Addiction Studies Minor	2013-14	Programmatic	Who: faculty teaching addiction courses, UG PH program director What information: NYS OASAS Training Program requirements What action: minor was revised to meet credentialing requirements for addiction prevention services When: Fall 2014 Impact: revised minor has been approved by NYS OASAS, in compliance with training requirements
Brooks Gump	Falk	PHNFS	Global Health CAS	2014-15	Curricular	Although this is a newly created program with limited enrollments thus far, we did receive feedback from students on the need for international internship placements (feedback to Gump and Larsen). We have worked to develop such opportunities (e.g., in Zambia) in Spring, 2015. The impact of this action is unknown at this point.
Brooks Gump	Falk	PHNFS	Global Health MS	2012-13	Curricular	Based on student feedback (verbal) to the director of MS program (Gump), we (Thomspon and Gump) decided the existing course for coverage of disability and global health (DSP/CFE 614) was a poor fit. We (Thompson and Gump) have regularly offered HTW 669 - Disability and Global Health (newly titled) to our MS GH students. Assessment of learning outcomes was not obtained prior to this change; therefore, we will only have a post-assessment of the relevant learning outcome (planned for 2016-2017).
Brooks Gump	Falk	PHNFS	Global Health MS	2012-13	Programmatic	Some students reported being unprepared for CFS 631 (2nd semester, 1st year). In addition, measures of learning outcomes relevant to this course demonstrated that students were not achieving the desired level of performance. Therefore, instructors for this course and HTW 668 (1st semester, 1st year) - Drs. Lane and Krishnakumar had regular meetings and coordinated content in order for the one course to prepare students for the next course. Subsequent measures of learning outcomes have shown improvement in performance in CFS 631.
Maureen Thompson	Falk	PHNFS	Health & Wellness Minor	2014-15	Curricular	Who: public health faculty What information reviewed: course evaluations What action: academic service learning component of identified course was revised When: implemented Fall 2015 Subsequent impact: not yet known; course evaluations for fall 2015 will be reviewed
Tanya Horacek	Falk	PHNFS	Nutrition Science BS	2012-13	Curricular	The faculty were involved in reviewing the Nutrition curriculum and decided to add more courses (Food as Medicine, Public Health Nutrition, Integrative and Functional Nutrition, etc.). There are now a wider variety of classes for students to take as a Nutrition Science major beyound the required courses of Nutrition -DPD.
Sudha Raj	Falk	PHNFS	Nutrition Science MA	2014-15	Programmatic	Graduate faculty were involved in the decision making process We reviewed Accrediting body's program requirements The Graduate program handbook was revised and made available to students at the beginning of the 2015 academic year It is expected that graduate students entering the Master's program will have a ready reference on graduate program policies and procedures
Sudha Raj	Falk	PHNFS	Nutrition Science MA	2013-14	Programmatic	The graduate program faculty were involved in the decision making process Previous performance and evaluations of graduate students regarding their master's comprehensive exam The master's comprehensive exam was revised The new exam was implemented in the 2013-2014 academic year

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Sudha Raj	Falk	PHNFS	Nutrition Science MA	2012-13	Curricular	the graduate program faculty were involved in the process We reviewed national trend data, documented student interest and reviewed curricula from other academic institutions offering graduate degrees in Nutrition Science We developed graduate level courses in Public Health Nutrition in 2010, Food as Medicine in 2012, Integrative and Functional Medical Nutrition in 2014. We are also planning to launch a new course on South Asian Culture: Food, Family and Health care systems in 2016. We have experienced increasing student enrollment in the courses and interest in the new course.
Sudha Raj	Falk	PHNFS	Nutrition Science MS	2014-15	Programmatic	All graduate faculty were involved Accrediting body's policies, rules and regulations were reviewed The Graduate Handbook was revised and made available at the beginning of the 2015 academic year. Graduate students entering the graduate program will be familiar with policies and procedures of the graduate program.
Sudha Raj	Falk	PHNFS	Nutrition Science MS	2013-14	Programmatic	The graduate faculty were involved Past performance on Master's comprehensive exams and student's evaluations of comprehensive exams. The exam was revised and implemented in 2013 Students have been able to meet evaluation criteria.
Sudha Raj	Falk	PHNFS	Nutrition Science MS	2012-13	Curricular	The graduate faculty were involved in the decision making process National trends data, student interest and curricula of other academic institutions offering graduate degrees in Nutrition Science were reviewed. New graduate level courses were introduced- Public health Nutrition in 2010, Food as Medicine in 2012, Integrative and Functional Medical Nutrition in 2014 and a new course on South Asian Culture- Food, family and Healthcare systems is planned for the summer of 2016 Increased enrollment in courses.
Maureen Thompson	Falk	PHNFS	Public Health BS	2014-15	Curricular	Who: public health faculty (as a whole) What information: Senior Student Survey What action: strengthen class content related to survey item When: Fall 2014 Impact: not yet known (waiting until 2018, when all students will be exposed to new content and learning activities)
Maureen Thompson	Falk	PHNFS	Public Health BS	2014-15	Curricular	Who: public health faculty What information reviewed: course evaluations What action: academic service learning component of identified course was revised When: implemented Fall 2015 Subsequent impact: not yet known; course evaluations for fall 2015 will be reviewed
Maureen Thompson	Falk	PHNFS	Public Health BS	2014-15	Programmatic	Who was involved: public health faculty What information: accreditation recommendations/requirements What action: all PH majors will complete at least one statistics course When: effective fall 2015 Subsequent impact: compliance with accreditation requirements
Maureen Thompson	Falk	PHNFS	Public Health Minor	2014-15	Curricular	Who: public health faculty What information reviewed: course evaluations What action: academic service learning component of identified course was revised When: implemented Fall 2015 Subsequent impact: not yet known; course evaluations for fall 2015 will be reviewed
Maureen Thompson	Falk	PHNFS	Public Health Minor	2014-15	Curricular	Who: public health faculty (as a whole) What information: Senior Student Survey What action: strengthen class content related to survey item When: Fall 2014 Impact: not yet known (waiting until 2018, when all students will be exposed to new content and learning activities)

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Carrie Smith	Falk	School of Social Work	Social Work (dual with MFT) MSW	2014-15	Process	Orientation of dual degree students-Motivated by observations by faculty, field staff and student feedback a plan was developed to distinguish the orientation for dual degree students. Previously, the dual degree students were oriented by attending both the MSW and MFT orientation programs. • Who was involved in the decision-making process: o The Director of MSW program, Director of SWK Field Instruction, SWK Field Staff, MFT Clinic Director, MFT Field Staff • What information or data were reviewed: o Observation by faculty and field staff o Student feedback gathered by faculty advisors o Qualitative data (petitions to faculty, transfer requests from the dual degree program) • The SWK field instruction team initiated a review of the orientation process for SWK students. • The SWK field instruction team engaged a collaborative team including MFT field staff and clinic director. • The collaborative team established the following goals: o Open lines of communication between the field/clinic staff in both programs o Shared understanding of the dual degree program requirements, sequence plan and how this related to the experiential components of each program o Develop a deeper understanding of the clinic and field requirements of each program o Relationship building between program field and clinic staff o Include admissions coordinator in SWK, to ensure a consistent recruitment message • The collaborative team met 3 times in the Spring 2015 semester with the following outcomes: o In collaboration with field, clinic & administrative faculty, an agenda, FAQ's and dual degree orientation PowerPoint were developed for a dual degree student meeting and future orientation o A dual degree student meeting was delivered on 2/13/15, facilitated by the Director of SWK and Chair of MFT. o Suggestion was made to administrative faculty of both programs that a dual degree student handbook with policies specific to dual degree students was necessary o Increased trust between the field and clinic staff o Open communication between field/clinic staff regarding student issues or concerns. The formal orientation for incoming dual degree students was delivered on August 31, 2015 and will be delivered annually. o Incoming students were provided with a dual degree policy document. o The 2015 cohort better informed and were provided with a networking opportunity that was unavailable to prior dual students.
Bette Thoreck	Falk	School of Social Work	Social Work BSSW	2014-15	Programmatic	developed and launched a SWKCFS semester aborad program in Strasbourg, France Falk College Dean's office; SU Abroad; SWK and CFS Faculty were involved in the decision-making process: Professor Nancy Mudrick took the lead. SU Strasbourg site information, availabliltiy of social work and child and family educational connections in Strasbourg as well as teaching personnel Contact was made with Strasbourg program; SU Abroad to determine to viability of the program Action took place over an academic year Program is being launched this spring semester.
Bette Thoreck	Falk	School of Social Work	Social Work BSSW	2012-13	Curricular	SWK 600/400 Equine Assisted Therapy Whole Faculty; Dean's Office Data on Veterans, Trauma vistims, persons with disabilities, etc Curriculum meeting to develop the syllabus Course began in summer 2012 Course is quite popular and we are now looking at creating a CAS in Animal Assisted Human Interaction.
Bette Thoreck	Falk	School of Social Work	Social Work BSSW	2010-11	Curricular	Implementing changes with SWK 301: SWK Director, Director of Field; BSSW Director; All Faculty; Field Office professional staff Exit survey over a period of 5 years indicated the need for an additional community agency experience. Student lack of confidence and skill on the beginning of their senior praticum indicated the need for mire practice opportunities. Office of field instruction staff developed the course concept, community service opportunities and the syllabus Course began in Spring 2011. Students have gained additional experience, knowledge, skill and confidence. This enables them to begin their senior practicum with more confidence and experience. Course is still being refines

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Carrie Smith	Falk	School of Social Work	Social Work MSW	2014-15	Curricular	*Who was involved in the decision-making process* oMSW faculty & field staff oAdvanced Integrated Practice (AIP) Workgroup oAdvanced Clinical Practice (ACP) Workgroup oCommunity Curriculum Advisory Committee oField Instruction Advisory Committee oMSW Program Committee oFALK College Curriculum Committee oSU Senate Curriculum Committee oNew York State Department of Education; Office of Professions oNotice sent to Council on Social Work Education *What information or data were reviewed:* oProgram evaluation results (previous student exit surveys) oNotes from various committee meetings oNotes from student focus group oExamination of current trends in social work education, field education and in human service delivery systems *What action was taken:* oConcentration workgroups (AIP/ACP) were organized with faculty, adjunct faculty, and professional field staff representation oRedesign of concentration curriculum were completed by each concentration workgroup oRedesign was presented to and voted on by the MSW program committee oFaculty vote approved the curriculum re-design oThe redesign was approved by all curricula bodies at the university and was also approved by NYS Education Department *When did the action take place?* oRevision of curriculum began Fall of 2014. Development and implementation of Advanced Integrated Practice oCourse and Advanced Clinical Practice Courses were developed and delivered in Fall 2015Soft role out of new concentration in Spring 2015
Keli Perrin	Law	INSCT	National Security and Counterterrorism Law CAS	2014-15	Curricular	The Law CAS curriculum was evaluated by the College of Law curriculum committee and the university senate as part of the application process for CAS approval by New York State.
Keli Perrin	Law	INSCT	Post Conflict Reconstruction CAS	2014-15	Curricular	INSCT staff and affilated faculty evaluate course offerings annually. Gaps in topics areas and skills sets are identifed and, the the extent feasible, course offerings are changed and individual course requirements are modified.
Keli Perrin	Law	INSCT	Security Studies CAS	2014-15	Curricular	INSCT staff and affilated faculty evaluate course offerings annually. Gaps in topics areas and skills sets are identifed and, the the extent feasible, course offerings are changed and individual course requirements are modified.
John Burdick	Maxwell	Anthropology	Anthropology BA	2013-14	Curricular	In 2012-2013, Azra Hromadizc, Peter Castro, John Burdick, Robert Rubinstein, Rebecca Peters, Lars Rodseth, and Deborah Pellow formed an ad hoc committee to determine whether the department might enhance its undergraduate offering on political anthropology. We determined this was advisable. We agreed to reinstate the Political Anthropology course that had slipped into disuse, and to establish a faculty rotation to teach it. The new course is now in its second iteration, with strong enrollments.
John Burdick	Maxwell	Anthropology	Anthropology BA	2012-13	Curricular	In 2012-2013, the chair, John Burdick, asked the Director of Undergraduate Studies, Peter Castro, to conduct a thorough survey of undergraduate major and minor preferences for undergraduate curricular offerings. Castro organized a survey of all of our majors and minors (approximately 115 students; we had a response rate of 78). We discovered through analysis of the survey data in spring 2013 that there was a significant unmet demand for courses on Latin and Central American archaeology, including of the Maya. Consequently, in 2013-2014, the department requested the Dean to replace a colleague who passed away in fall 2013 by hiring an archaeologist with specialties in these areas. He did so. The impact has been the introduction into our curriculum of courses that meet the unmet demand. The new hire's courses have been very well enrolled.

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John Burdick	Maxwell	Anthropology	Anthropology PhD	2014-15	Process	The cultural anthropology faculty (11 people out of 16; the other 5 are archaeologists) agreed to create a guide to cultural anthropology first-year students who are taking the qualifying exam (in August if every year). This was a long process, begin 2 years ago, and leading to the first full guide, distributed to the students in April and August. The impact of this was greater agreement among the faculty on the criteria to be used in assessing the qualifying exams, and better preparation of the students for the exams.
John Burdick	Maxwell	Anthropology	Anthropology PhD	2014-15	Process	From 2014-2015 we have been revising the actual procedure for evaluating the qualifying exams. Instead of numerical we now have categorical evaluations; and we have created a three-step procedure, including votes, that determine outcomes for each student. We are still in the midst of assessing the extent to which the new procedure has improved our ability to evaluate student performance on the exam.
John Burdick	Maxwell	Anthropology	Anthropology PhD	2014-15	Process	The Chair asked the Graduate Committee to prepare a proposal to the department on how to enhance the involvement of doctoral committees in the development of position papers and doctoral proposals. The proposal as it currently stands is to bring doctoral committees into the process at least one to two semesters sooner than they now are. The department will be discussing and deliberating on the proposal at our October 2015 meeting.
John Burdick	Maxwell	Anthropology	Medical Anthropology Minor	2012-13	Programmatic	In 2012-2013, the medical minor assessed the sequencing, timing and naming of its courses, in order to ensure the regular availability of all curriculum to the minors. Involved were Cecilia Van Hollen, Robert Rubinstein, John Townsend, and John Burdick. Several name changes ensued, and faculty teaching in he minor agreed to a regular rotation of required courses. The impact is a smoother-running minor, with regular availability of all required courses.
Carol Faulkner	Maxwell	Citizenship & Civic Engagement	Citizenship & Civic Engagement BA	2014-15	Curricular	This is the third year of the Citizenship and Civic Engagement BA. Interim Chair Carol Faulkner and Chair Paul Hagenloh have both taught the required MAX 301 Justice Ethics and Citizenship, currently a four credit class that combines a traditional academic focus with a community placement. The proposed changes grow out of their experience teaching MAX 301 as well as student feedback. As a result of conversations between Faulkner, Hagenloh, and the program's faculty Advisory Board, and between students and faculty in the major, during the 2015-16 school year, the Citizenship and Civic Engagement program is proposing two changes to its undergraduate curriculum. First, we have learned that students spend significant time on their community placements, and they need more faculty guidance during this experience. As a result, we are proposing to split MAX 301 into two classes. MAX 301 (3 credits) will retain its theoretical and historical focus on Justice, Ethics, and Citizenship. A new 3-credit course, MAX 310 Community Placement, will allow students to devote three full credit hours to their community placement. Second, as a result of this change, students will now need to complete 33 credits to major in Citizenship and Civic Engagement. This change, however, is not a substantive difference from their current work in the major. CCE's assessment plan for 2016-17 will incorporate these changes.
Catherine Gerard	Maxwell	Conflict Resolution	Conflict Resolution CAS	2014-15	Curricular	A second action was to institute more systematic communication to faculty throughout the university and ESF to determine if there are new courses that fit the requirements of the CAS. Communication is now sent each semester and has resulted in increased number of available courses from more disciplines. The Director of PARCC was the decision maker.
Catherine Gerard	Maxwell	Conflict Resolution	Conflict Resolution CAS	2013-14	Process	Under the direction of the Director, a customized database was created to monitor more effectively the participants in the CAS. Reports are now run on the graduate programs of Certificate students, the courses that students typically take, and the grades in courses over time. The allows the Director and advising faculty to see patterns of student interest.

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Dana Balter	Maxwell	Executive Education	E-Government Mgmt & Leadership CAS	2014-15	Process	Director of Graduate Studies, the certificate director, and the iSchool Assistant Dean for Enrollment Management and Special Academic Program Initiatives began developing a new recruitment strategy to attract more student into the certificate program. We have seen a modest increase in enrollment of Maxwell students. During the current academic year, the team will continue to strategize ways to target iSchool students.
Dana Balter	Maxwell	Executive Education	Exec Master in Internatl Relations MA	2014-15	Curricular	The EMPA/EMIR committee and the PAIA Department Chair began a review process of the required capstone project. We are assessing the content of the capstone course, the design of the student capstone project, and how well the experience reflects and exemplifies overall programmatic learning outcomes. This review is ongoing with the intention of implementing resulting recommendations for the 2016-17 academic year.
Dana Balter	Maxwell	Executive Education	Executive Master Public Admin MPA	2014-15	Curricular	The EMPA/EMIR committee and the PAIA Department Chair began a review process of the required capstone project. We are assessing the content of the capstone course, the design of the student capstone project, and how well the experience reflects and exemplifies overall programmatic learning outcomes. This review is ongoing with the intention of implementing resulting recommendations for the 2016-17 academic year.
Dana Balter	Maxwell	Executive Education	Executive Master Public Admin MPA	2014-15	Process	The PAIA Department Chair, the Director of Executive Education Programs, and the Director of Graduate Programs restructured the EMPA oversight committee to ensured that committee members now represent each of the required core courses in the degree. This change is currently in the implementation phase and we should have some data on impact after the 2016-17 academic year.
Dana Balter	Maxwell	Executive Education	Health Services Management and Policy CAS	2013-14	Process	The certificate director and Director of Graduate Programs began a concerted recruitment effort to attract students from outside the university to enroll in the stand alone CAS program. We have seen a significant increase in enrollment of local healthcare practitioners in the program as a result.
Dana Balter	Maxwell	Executive Education	Health Services Management and Policy CAS	2012-13	Process	The certificate director, Director of Graduate Programs, and administrative assistant created a database to track information on students enrolled in the certificate from schools and colleges across the university. The database tracks enrollment and progress toward completion.
Dana Balter	Maxwell	Executive Education	Leadership International NGOs CAS	2014-15	Process	The Director of Graduate Studies and the Director of Executive Education Programs began developing a new recruitment strategy in partnership with the Transnational NGO Initiative in the Moynihan Institute to attract more international students into the certificate program. Initial results show that funding is a barrier to enrollment so the team has begun exploring scholarship opportunities.
Dana Balter	Maxwell	Executive Education	Public Administration CAS	2014-15	Process	The Director of Graduate Programs and Associate Director of Executive Education Programs have begun marketing the certificate to program to local and regional nonprofit and public organizations to increase enrollment and engage community practitioners in the program.
Jamie Winders	Maxwell	Geography	Geography BA	2014-15	Curricular	Jane Read and Jamie Winders. We reviewed all learning outcomes/objectives for our undergraduate courses taught in AY 2014-15. We used this information to identify both what anticipated learning outcomes we were already addressing and what anticipated learning outcomes we should focus on in the future. This work took place in Summer 2015 and shaped the learning outcomes we identified in our assessment plan.
Jamie Winders	Maxwell	Geography	Geography MA	2014-15	Curricular	At our spring faculty retreat, Core Geography Faculty discussed the sequencing of required courses in our graduate program, looking at the content of each course. We decided to try a new sequencing of these courses, beginning in Fall 2016.
Jamie Winders	Maxwell	Geography	Geography PhD	2014-15	Curricular	At our spring faculty retreat, Core Geography Faculty discussed the sequencing of required courses in our graduate program, looking at the content of each course. We decided to try a new sequencing of these courses, beginning in Fall 2016.
Samantha Herrick	Maxwell	History	History BA	2014-15	Curricular	The department determined that change was needed based on existing assessment data. The undergraduate director (Samantha Herrick) and undergraduate committee (Junko Takeda, Norman Kutcher, Laurie Marhoefer, Jeff Gonda) developed specific curricular reforms, which the department approved (spring, 2015). The department is currently in the process of submitting these reforms to the University Senate for approval.
Susan Branson	Maxwell	History	History MA	2014-15	Curricular	History dept faculty Perforamnce reviews of graduate students Revised course requirements for MA degree More rigorous preparation for MA comprehensive exam/Thesis

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Susan Branson	Maxwell	History	History PhD	2014-15	Curricular	History dept faculty Graduate student performance in Comprehensive Exams Change to course requirements 2015 More rigorous preparation for Comprehensive exams and Dissertation proposal
Yuksel Sezgin	Maxwell	Middle Eastern Studies	Middle Eastern Affairs CAS	2010-11	Curricular	The most important change came when in 2009, Mehrzad Boroujerdi, Miriam Elman and Rania Habib received a three-year grant ($179,000) from the U.S. Department of Education's Undergraduate International Studies and Foreign Language Program to enhance the quality of the MESP. We used the funds to: - offer curriculum development grants to full-time faculty (see attached course development announced and list of faculty who received some of the grants below) - enhance language course offerings - offer summer travel money to undergraduate students - support our language instructors to attend professional development workshops - create a Middle Eastern component for Maxwell's Global Communities course The following faculty developed new courses for the Major and the CAS. Carol Babiracki ($3,000) for one new course (music of the Middle East and West Asia) Hossein Bashiriyeh ($3,000) for two revamped courses (Democratization in the Muslim World; Revolution and Revolutionary Change in the Middle East) Mehrzad Boroujerdi ($3000) for one new course (IR of the Middle East) Carol Fadda-Conrey ($6,000) for two new courses (The Middle East in Graphic Novels; Representation of Arabs in Popular Culture) Ken Frieden ($1500) for one revamped course (Israelis and Palestinians in Films) Nancy Snow ($1500) for one revamped course (Global Communication) Harvey Teres ($1,500) for one revamped course (Classics of World Literature I)
Yuksel Sezgin	Maxwell	Middle Eastern Studies	Middle Eastern Studies BA	2010-11	Curricular	The most important change came when in 2009, Mehrzad Boroujerdi, Miriam Elman and Rania Habib received a three-year grant ($179,000) from the U.S. Department of Education's Undergraduate International Studies and Foreign Language Program to enhance the quality of the MESP. We used the funds to: - offer curriculum development grants to full-time faculty (see attached course development announced and list of faculty who received some of the grants below) - enhance language course offerings - offer summer travel money to undergraduate students - support our language instructors to attend professional development workshops - create a Middle Eastern component for Maxwell's Global Communities course The following faculty developed new courses for the Major and the CAS. Carol Babiracki ($3,000) for one new course (music of the Middle East and West Asia) Hossein Bashiriyeh ($3,000) for two revamped courses (Democratization in the Muslim World; Revolution and Revolutionary Change in the Middle East) Mehrzad Boroujerdi ($3000) for one new course (IR of the Middle East) Carol Fadda-Conrey ($6,000) for two new courses (The Middle East in Graphic Novels; Representation of Arabs in Popular Culture) Ken Frieden ($1500) for one revamped course (Israelis and Palestinians in Films) Nancy Snow ($1500) for one revamped course (Global Communication) Harvey Teres ($1,500) for one revamped course (Classics of World Literature I)

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Sarah Pralle	Maxwell	Political Science	Political Science BA	2010-11	Curricular	The Undergraduate Studies committee and the department as a whole were involved. We reviewed focus group data and senior exit survey data. We created a "clusters requirement" for all PSC undergraduate majors. Majors have to take at least 3 upper divisions courses within a designated cluster (topic, or area of specialty). We created this during and after the last assessment in 2008. Students can "specialize" in an area in political science and use this to "market' themselves and focus their study.
Sarah Pralle	Maxwell	Political Science	Political Science BA	2010-11	Programmatic	The Undergraduate studies committee and the whole department. We reviewed focus groups and senior exit surveys, as well as discussed the issue with colleagues. We created a distinction program for PSC undergraduates. We created this during and in response to the last assessment in 2008. The impact is that we now haveabout 10 political science seniors per year doing a year-long research project under the supervision of a faculty advisor and as part of a distinction class. The students have done very well. At least one of our students per year has won the "best paper" prize at the annual undergraduate research celebration, attesting to the high quality of work.
Glyn Morgan	Maxwell	Political Science	Political Science MA and PhD	2013-14	Curricular	Glyn Morgan (Director of Graduate Studies) and Thomas M. Keck (Departmental Chair) in consultation with the relevant faculty and graduatestudent representatives. Data gathered from the annual evaluations and surveys of the doctoral students; interviews with relevant factor and Graduate students. The subfield of "Political Inquiry" was separated into a Political Methods subfield (involving both a quantitative and a qualitative methods track) and a Political Theory subfield. 2013-2014. The impact was a marked improvement in the preparedness of PhD students to write a doctoral thesis. Both faculty and students were (on average) "very satisfied" with the changes.
David Van Slyke	Maxwell	Public Administration	International Relations MA	2013-14	Programmatic	New IR Curriculum was introduced, fall 2013.
David Van Slyke	Maxwell	Public Administration	International Relations MA	2012-13	Curricular	Interdisciplinary Committee with representatives from all social science departments in the Maxwell School in fall 2011 IR Curriculum review was conducted New IR Curriculum was developed and vetted by PAIA department and other social science departments, plus dean's office New IR Curriculum was submitted for approval to SU Graduate School and NY State in fall of 2012, and new curriculum was introduced in the fall of 2013.

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Bob Bifulco	Maxwell	Public Administration	Public Administration PhD	2014-15	Programmatic	In 2014-15 a change in policy regarding teaching expectations and requirements placed on Ph.D. student receiving department graduate assistantships was adopted. The new policy, as articulated in the Public Adminisration Ph.D. Handbook, 2015-15, is "to ensure all Ph.D. students obtain experience in the classroom, beginning with the incoming class in August 2015, all Ph.D. student receiving 4 years of funding from the department will be required to support a class for three semesters as a teaching assistant (TA) at some point before the end of the spring semester in their fourth year in residence. This experience would include grading, help sessions for students, and must include at least one formal session in front of students, preferably in a regularly scheduled class session. A faculty member teaching the course would serve as the student's mentor for the FPP program for that year." The policy was initially brought by the Ph.D. Director (at that time, David Popp) to the Ph.D. committee for development. Options for expand teaching opportunities and support for Ph.D. students were discussed at a department wide faculty retreat. A proposed policy was brought for discussion to a monthly department faculty meeting. Revisions to the proposed policy were made by the Ph.D. Director and the Ph.D. Committee, and the revised policy was then brought to the full faculty for discussion and approval. These actions took place over a 18 month period culminating with inclusion of the new policy on the Ph.D Handbook in August 2015. Feedback from from current Ph.D. students soicited in meeting with the Ph.D. director identified teaching opportunities as a programmatic need. Also, the fact that more students on the academic job market were being asked to present a lecture in front of students as part of their job interview was brought to the attention of several faculty members, and signals the growing importance of teaching to academic institutions considering hiring our students. Email interviews of individuals who had been offered admission to our program, but who chose another program, identified lack of teaching opportunities in our program has a prominent reason why student had chosen a different program. Also formal, facilitated small group discussions at a faculty retreat revealed that the majority of faculty beleived that substantial teaching assistant experiences guided by a faculty member were preferable to giving Ph.D. students lead instructor role for course sections. One impact of the change is that more course sections in the MPA program are supported by teaching assistants and more Ph.D. students are involved in formal teaching assistantships than in past years. Since this is the first year of the change, long term impacts on development of teaching skills, time to degree completion, and job market outcomes are not yet known.
William Coplin	Maxwell	Public Affairs	Policy Studies BA	2014-15	Curricular	A review was conducted by PAF staff/faculty of the 32-page report of the 2015 exit surveys completed by seniors. The following are the results of what was determined to be the most important information gleaned from the surveys and the subsequent action that will be taken. 93% completion rate, which is deemed very positive since the four-page survey has 23 questions, a number of which are open-ended. Issue: Concern over courses available for the topic specialization. Some of the classes available do not focus on policy. Result: Student disappointment Interpretation: Students are dissatisfied with some classes offered to fulfill the topical specialization. Action: Allow PAF 409 to be counted towards the topic specialization along with all PAF courses offered in the major. Effective Fall 2015, PAF 409 will be counted towards the topical specialization Follow-up: Monitor through future exit surveys and continue to look for new course offerings.

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William Coplin	Maxwell	Public Affairs	Policy Studies BA	2014-15	Process	A review was conducted by PAF staff/faculty of the 32-page report of the 2015 exit surveys completed by seniors. The following are the results of what was determined to be the most important information gleaned from the surveys and the subsequent action that will be taken. 93% completion rate, which is deemed very positive since the four-page survey has 23 questions, a number of which are open-ended. Issue: Three out of four students are satisfied with the advising they receive. Complaints appear to be related to student misinterpretation and communication problems. Result: Some students are dissatisfied with the process. Interpretation: Calls for greater student support. This may relate to another concern raised by some students who say they do not feel welcome in the office. Important to this matter is that there is no student who did not graduate because they failed to meet the requirements. Action: Improved communication between Bill and Michelle. Exit survey should be changed to reflect that only Bill and Michelle offer advising. Provide greater clarity to students. Effective Fall 2015, the advising memo to majors has been revised to specifically state the conditions of meeting with Bill or Michelle. Follow-up: Quantify advising responses in exit survey in greater detail and document if any student does not graduate because they were unable to meet the requirements of the major.
Madonna Harrington Meyer	Maxwell	Sociology	Sociology BA	2014-15	Curricular	1. In a departmental discussion about the senior theses, many faculty mentioned problems with holding the course in the spring. Several faculty felt that graduating students are often either too busy, or too weary, to focus on a senior thesis so close to their impending graduation. Our director of graduate studies felt that moving the senior thesis to the fall semester might have many advantages, including (1) providing students with a writing sample for use with graduate school applications, (2) allowing students to take courses for a semester following their thesis to apply what they learned, (3) and grabbing student attention in the fall, before they are preoccupied with job hunting and graduation plans. 2.The undergraduate committee discussed the pros and cons of moving the senior thesis from spring to fall and decided that such a move would strengthen overall departmental training. 3.The undergraduate committee shared this discussion with the faculty at a departmental faculty meeting. All faculty had opportunities to discuss the merits of the proposal and we reached a consensus that we would indeed move the course to fall semester. 4.In fall of 2015 we moved the senior these to fall. The class is currently underway and is going well. Students are engaged. 5.We will now monitor the outcomes of this change to timing of the senior thesis.

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Madonna Harrington Meyer	Maxwell	Sociology	Sociology PhD	2014-15	Programmatic	1.It was noted that a few students were completing our Ph.D. program with relatively few courses in Sociology (i.e., with a SOC prefix), although they were taking courses in related departments that supported their program of study. Following a departmental discussion about how our Ph.D. program explicitly required methods course work but did not include a specific requirement about substantive course work, it was proposed that the graduate committee evaluate this issue and propose changes if warranted. 2.The graduate committee studied departmental records and compared our Ph.D. requirements to those of our peer institutions. That evaluation confirmed our impression that we explicitly required more methods, but less substantive, course work than our peers. The graduate committee then developed a proposal to reduce the advanced methods trainings requirement from two course to one course and add a requirement that students must complete two course with a SOC prefix at a minimum. 3.The graduate committee brought this proposal to a faculty meeting where it was discussed extensively by the faculty and by our elected graduate student representatives. Graduate students were given opportunities to provide input into this decision. 4.The proposal was called to a vote and passed unanimously. 5.The subsequent impact has been favorable. Students who want to take more intensive methods training continue to be able to do so. However, at the same time, communication about program aims has been enhanced because faculty have better articulated to graduate students the rationale for the substantive course breadth requirement. Students are now taking more substantive courses and we see evidence of broader substantive awareness and mastery. Moreover, Sociology graduate seminars are better attended, and, as a result, we are now able to offer a more diverse array of substantive graduate courses. Ph.D. Requirements The requirements for the Ph.D. degree are completion of: â€¢At least 45 credit hours of graded graduate coursework â€¢A breadth requirement of at least two substantive or theory courses (in addition to those required for the MA) with a SOC prefix of 600 or higher, with a course grade of B or better
Vernon Greene	Maxwell		Arts and Sciences/Maxwell Courses	2014-15	Curricular	In response to feedback on student evaluations, the Max 123 faculty team incorporated course material into each of our major course units on the relationship between democratic citizenship and racial inequalities. This material was added for the 2015-2016 school year and we are currently teaching with it for the first time.
Eileen Julian	UC		Creative Leadership BPS	2014-15	Other-New Program in 2014-1015	The program was first approved in 2014-2015.
Geraldine de Berly	UC		English Language Institute	2014-15	Curricular	PosterFest The Thursday prior to end of session EAP May 1, 2014 11-1 December 11, 2014 11-1 April 30, 2015 11-1 EGS Fulbright August 14, 2015 10-11:30 PosterFest was created to give students an experience similar to a capstone project, and to wind up the semester with an engaging cross curricular experience. PosterFest serves as an outreach and communication opportunity, allowing ELI students to share their accomplishments with the rest of University College and with various academic departments across the University. PosterFest is an initiative which provides ELI students the opportunity to interact with and create authentic academic content related to their major or area of academic interest. For PosterFest, students create posters similar to what would be submitted to an academic conference, then explain these posters to an audience of professionals form a variety of disciplines. The creation of these posters involves significant research and synthesis of authentic academic content, to a point where students can explain what they have done to a non-specialist audience, and discuss their area of research with other members of the academic community.

Geraldine de Berly	UC		English Language Institute	2013-14	Curricular	Summer 2: 2013, 2014, 2015 English for Architects In conjunction with the graduate program in the School of Architecture, the ELI prepared a program for conditionally admitted students to be taken during the final six weeks of Summer Session. The department outlined the needs to be addressed. The ELI program for architects includes two components: Two integrated skills classes in the morning: Textual Communication and Oral Communication are offered to students based on their proficiency (which is determined by the ELI entry proficiency testing in listening, speaking, and writing). In the morning classes, the architecture students take classes with the general ELI student population. In the afternoon, all the architecture students are enrolled in a special English for Architects course. Course components include frequent presentations, listening practice, reading practice, writing practice, critical analysis, vocabulary development, and grammar and pronunciation development. Course objectives: By the end of the course, the architecture students will to be able to: Write and talk about current trends in architecture Write and talk about work habits and practices Write and talk about design portfolios Read and understand discourse in the field Listen to and understand discourse in the field Navigate North American university life successfully Have a better understanding of North American culture The ELI provides course grades and written comments on each student to the School of Architecture. Students are better prepared to begin their graduate program, and there is additional nonintensive ESL support for the students during their first semester. In 2014, the ELI also worked with the department to fine-tune the skype interviews they conduct as part of the admissions process. As a result, ESL instructors now conduct the interviews instead of members of the Architecture department. The ELI has noted that the proficiency of the incoming students has been higher, allowing students to make better gains in their skills in the short six weeks they are in the ELI.
Geraldine de Berly	UC		English Language Institute	2013-14	Curricular	Summer 2: 2013, 2014, 2015 Legal English In conjunction with the LLM program in the College of Law, the ELI prepared a program for conditionally admitted students to be taken during the final six weeks of Summer Session II. Prior to Summer Session II, students were enrolled in regular ESL classes of various levels depending on their proficiency. The ELI program for lawyers includes four components: Legal Reading and Writing, Legal Listening and Speaking, Introduction to Law and Legal Procedure, and Legal Terminology. Course objectives for Legal Reading and Writing: By the end of this course, the law students will be able to: Read brief legal cases Write law office memoranda Expand legal vocabulary through a variety of exercises that include reading and writing Understand and practice legal citations Practice critical thinking in a legal context by writing responses to various scenarios Use the variety of sentences (simple, compound, complex) using appropriate discourse organizers and various types of clauses Demonstrate knowledge and application of English syntax Distinguish between formal and informal register Course objectives for Legal Listening and Speaking: By the end of this course, the law students will be able to: Comprehend basic legal discourse Be familiar with the process of legal reasoning in the American legal system Expand their vocabulary through a variety of speaking and listening exercises Acquire basic legal discussion skills Acquire clear and concise argumentation and negotiation skills Improve pronunciation and articulation Demonstrate question formation skills Be able to distinguish and switch from informal to formal register and vice versa Demonstrate the ability to produce sentences that follow English pattern Demonstrate the ability to speak in complete sentences and paragraphs Use academic and legal vocabulary correctly in prepared and unprepared speech Use vocabulary, pronunciation and grammar that is understandable to native speakers in prepared and unprepared speech Demonstrate the ability to lead and participate in discussions on academic topics Take notes in outline form about longer listening passages, noting main ideas, and important supporting details Understand the gist of most carefully-delivered standard native speaker speech Understand oral instructions related to academic topics Course objectives for Introduction to Law and Legal Procedure: By the end of this course, the law students will be able to: Become familiar with the law system in the U.S. and legal procedures Become familiar with the State and Federal Court system Obtain a general idea about major areas in American legal system: Criminal Law, Torts, Contract Law, Civil Law, Intellectual Property Law, etc. Become acquainted with basic principles of the United States Constitution and Constitutional Law Acquire content specific vocabulary and use this terminology in various areas of law Identify parts of speech of familiar/unfamiliar legal vocabulary Operate grammatical properties of various parts of speech (noun plurals, verb 3rd person singular) Course objectives for Legal Terminology: By the end of this course, the law students will be able to: Acquire content specific vocabulary and use this terminology in various areas of law Identify parts of speech of familiar/unfamiliar legal vocabulary The ELI provides course grades and written comments on each student to the School of

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Erin Rand	VPA	Communication and Rhetorical Studies	Comm & Rhetorical Studies BS	2011-12	Curricular	The faculty as a whole discussed whether or not to change the foreign language requirement for CRS majors. We used to require students to take (or demonstrate competency through testing) a foreign language up through the 201 level, but this presented a difficulty for several reasons: 1) junior transfer students into CRS often did not have time to complete the requirement, 2) the requirement is higher than in other schools across the university, and 3) students still were not developing the competency in language that we had hoped for. We consulted with the chair of LLL to determine what could be expected from each level of language classes, and determined that requiring students to take two semesters of a language (through the 102 level) would serve our purposes as well, but with fewer logistical issues. In February 2012 the faculty voted to make this change, effective Fall 2012. Since we've implemented this change, we have seen far fewer students having trouble completing their language requirement or having to delay graduation.
Erin Rand	VPA	Communication and Rhetorical Studies	Communication and Rhetorical Studies MA	2013-14	Curricular	The faculty decided to change the required courses of the MA program. Previously, three courses had been required: 601: Proseminar in Communication, 603: Contemporary Theories of Rhetoric, and 605: Communication and Cosmopolitanism. After several discussions we decided to eliminate 605 as a required course (keeping it available as an elective) for our MA students. The reasons for this change were: 1) three required courses in grad students' first semester was too many, 2) we wanted grad students to have more flexibility in determining their course load, and 3) 601 and 603 might be understood as the two methods courses in the curriculum, but 605 does not relate to methods and therefore is an awkward fit with the other two. The course was required for the last time in Fall 2013 and was subsequently dropped as a requirement. Since this time grad students have had more opportunities to explore coursework that matches their interests both within and outside the department. We have also seen departmental culture improve, since first-year grad students now have the opportunity to take classes outside of their own cohort in the first semester.
Erin Rand	VPA	Communication and Rhetorical Studies	Leadership & Stewardship Minor	2014-15	Curricular	One of the elective courses that fulfills the Leadership/Stewardship minor was CRS 568: Rhetoric of Social Change. Because this was a hybrid grad/undergrad course, it tended to not attract as many undergraduate students as it might and proved to be difficult to teach successfully to a mixed class of grad/undergrad students. Two faculty who have taught 568 (Chuck Morris and Erin Rand), in consultation with two other faculty who might teach the courses (Dana Cloud and Katie Feyh), decided it would make more sense to offer separate grad and undergrad courses in social movements, and proposed that 568 be revised into CRS 368: Rhetorics of Social Change (undergrad) and CRS 668: Social Movement Rhetorics (grad). This change was approved by the entire CRS faculty in September 2015, and the course revision proposals have been sent on to the CVPA curriculum committee. Hopefully 368 and 668 will be approved and available to be offered by Fall 2016. This will make CRS 368 more available to those students pursuing the Leadership/Stewardship minor.
Stephanie James	VPA	School of Art	Studio Arts BFA	2014-15	Programmatic	With the development of a new School of Art and with enrollment dwindling the faculty together with the Director proposed the merger of five BFA programs into one program: BFA Studio Arts. Fiscal requirements from the College, student satisfaction data, applications to enrollments and resource issues were some of the aspects that were reviewed and informed the decision-making process. In October 2014 a proposal was sent to Senate and then on to NYSED to establish a new BFA Studio Arts program to merge Ceramics, Painting, Jewelry and Metalsmithing, Printmaking and Sculpture. While we wait for approval for the new program the School has implemented the new courses that have been approved and are available for delivery.
Stephanie James	VPA	School of Art	Studio Arts BFA	2014-15	Curricular	New and revised courses have been approved whilst some are still in the process of approval. The faculty across the School along with the Ceramics faculty have been engaged in developing a new curriculum. A new cross-discipline spine will enable all students to come together for mandatory courses creating a community of practice. Common ground will be covered in the new curriculum whilst affording students the choice to intensify study in one subject area or to study across subjects. The current catalogue and number of old courses listed prompted an overhaul of the curriculum. A number of courses (and those that relate to Ceramics) have been dropped and new/revised ARI intensive courses developed to create a much smarter, fluid and up-to-date student experience.

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Stephanie James	VPA	School of Art	Studio Arts MFA	2014-15	Other-all of the above	Studio faculty determined that single programs should evolve into one Studio Arts program. Data on enrollment, student satisfaction and budgetary expenditure were reviewed in the process of the decision-making. The Director of the School together with faculty submitted a proposal to Senate and then onto NYSED for approval for a new program: MFA Studio Arts to replace 5 MFA programs in Ceramics, Jewelry and Metalsmithing, Painting, Printmaking and Sculpture. In July 2015 NYSED granted approval. This is the first year of operation. The transition from the old programs to the new one is challenging and there is a lot to be learned along the way. However there is considerable improvement in the student experience as expressed by students.
Stephanie James	VPA	School of Art	Studio Arts MFA	2014-15	Curricular	The curriculum at graduate level has been completely revised to furnish the new MFA Studio Arts program with new courses mostly delivered as 6 credits. All graduate faculty were involved in creating the new courses. Taking account of differential applications ad desires from applicants the programs were merged to form MFA Studio Arts. The School of Art is newly formed out of merger of the Dept of Art and the Dept of Foundation. The Director of the School repositioned faculty and assigned them to appropriate levels of teaching. For example some of the faculty from the former Dept of Foundation are teaching at the graduate level as a response to their expertise and knowledge.
Don Carr	VPA	School of Design	Collaborative Design MFA	2014-15	Curricular	Profesor James Fathers Professor Lucinda Havenhand Professor Don Carr Professor Sarah Redmore Feedback from graduate students entering the program for the inaugural year Fall 2014 Students entering the program are now allowed to apply summer bootcamp class credits towards their 60 credits required of the MFA degree
James Fathers	VPA	School of Design	Communications Design BFA	2014-15	Other-new freshman curriculum warrants new group to assess.	The School of Design made the decision to create a new Freshman Design experience. The faculty of the school reviews past outcomes and suggested the need for a stronger freshman curriculum. This resulted in the creation of the new School of Design freshman curriculum. This curriculum started fall semester 2015. The impact of this action is yet to be fully measured.
James Fathers	VPA	School of Design	Communications Design BFA	2014-15	Programmatic	The full faculty of Communications design is working toward creating new course content to accommodate new incoming student competencies. Faculty are currently engaged in this content creation. The impact of these changes are not yet measurable.

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Greg Marinic	VPA	School of Design	Environmental & Interior Desgn BFA	2012-13	Curricular	Due to numerous changes impacting the program-- environmental, administrative, and curricular-- the faculty of the program has been in a constant state of self-study since our last CIDA review. Beginning in 2009, faculty first tackled the issue of completing the merge of the Environmental Design (BS) and Interior Design (BFA) programs. Faculty carefully considered both curriculums to discern what each course in each curriculum was accomplishing; feedback from professionals and alumni working in the field; student surveys completed for our last review; the new CIDA guidelines that were being developed; and the reports from our recent CIDA and NASAD accreditation reviews. Faculty also considered the trend toward creating a more unified School of Design and how the curricular requirements of the program would or could overlap needs for the entire School. The tradition of having semester-end reviews of each student in the program allowed faculty to have a comprehensive understanding about what was being accomplished in each course and how students progressed through the program. The faculty participated in numerous retreats and brainstorming sessions for analyzing course contents and goals. The first result of this effort was the creation of the new mission statement: â€œWe develop curious and critical thinkers. Within a broadly diverse educational setting students thoughtfully reconsider, challenge, and engage existing perceptions to effect delightful, positive change in a constantly evolving global context.â€ In the discussions that revolved around the development of this statement, faculty recognized that the essential aim of the program was not to just create interior designers but to more broadly create excellent problem solvers that excelled in interior design and any other related practice they pursued. The faculty felt that such goals better prepared students for the diverse selection of career paths that awaited them and enhanced their ability to be successful in them. The faculty then identified the following strengths and weakness in the current curriculums that had not been revised for over 15 years. â€¢ Some programmatic requirements were very outdated and not technologically savvy. â€¢ At the same time faculty acknowledged the strengths of the hand-skills of students and wanted to retain that. Faculty strongly supported teaching of both hand and computer based skills side by side.
James Fathers	VPA	School of Design	Industrial and Interaction Dsg BID	2014-15	Programmatic	The chair of design proposed and was granted approval for three new members of faculty. the process took most of the year and this August 15 Ralf Schneider and Patricia Johnson joined the team on tenure track and Dianna Miller joined as a professor of practice on a one year contract. during the same period two members of NTT faculty left the school.
James Fathers	VPA	School of Design	Industrial and Interaction Dsg BID	2013-14	Curricular	The whole team was involved in a comprehensive curricula review, the curricular was developed to the final stage but the process was paused due to unforeseen events, and will be revisited for submission this year
Edward Aiken	VPA	School of Design	Museum Studies MA	2014-15	Programmatic	The Program has undergone a great deal of change over the past few years. We brought a new full-time, tenure track faculty member aboard. She has been encouraged to develop her own approach to the core curriculum plus develop a new course. Meetings have been frequent between the senior full-time faculty member and the new full-time faculty member. New curriculum has also been implemented with two adjuncts who teach core courses. Discussions have been held concerning the development of the curriculum and its success and challenges. In all cases, change is happening as faculty become accustomed to the new curriculum. The program coordinator is pleased with the dynamics of change occurring. We receive validation of the structure and content through feedback from the students, alumni, institutions using our students as interns and volunteers, and through conversations with organizations hiring our alumni.

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Annina Ruest	VPA	Transmedia	Computer Art and Animation BFA	2010-11	Curricular	Who was involved in the decision making process: Andrew Fedak, Heath Hanlin, Annina Rüst Information or data reviewed: The amount of credits required to graduate with a BFA. Action taken: We reduced the amount of courses from 126 to 120. When the action took place: 2010-2011. Impact of action: Students have more time to complete their senior project and more flexibility in planning their studies.
Annina Ruest	VPA	Transmedia	Computer Art and Animation BFA	2010-11	Curricular	Who was involved in the decision making process: Andrew Fedak, Heath Hanlin, Annina Rüst Information or data reviewed: When we do advising, we talk to students at length about their experiences. Action taken:The curriculum structure was changed. Introductory 3D modeling classes are now offered in the first instead of in the second year. When the action took place: 2010-2011. Impact of action: Students are ready to take more advanced classes and pursue a specialization earlier. They also have more flexibility to go abroad.
Annina Ruest	VPA	Transmedia	Computer Art and Animation BFA	2010-11	Curricular	Who was involved in the decision making process: Andrew Fedak, Heath Hanlin, Annina Rüst Information or data reviewed: When we do advising, we talk to students at length about their class choices. Action taken: We introduced a menu structure into the curriculum. When the action took place: 2010-2011. Impact of action: Students are now choosing electives that are more fitting to their major. The menu structure makes the advising process more consistent.
Todd Connover	VPA		Fashion Design BFA	2014-15	Curricular	The fashion design team initiated a curricular change prompted by industry partners that added more portfolio development into the senior capstone FAS 422-FAS423. The action was implemented by rearranging the capstone to include more portfolio development through collaborative efforts with Newhouse and VPA photography students who worked with our students to document their fashion design work. The result has been a marked difference in our students portfolio photography and a better response from prospective employers in the industry.
Joseph Comprix	Whitman	Accounting	Accounting/CPA BS	2014-15	Curricular	Note this program is being changed over to the BS Accounting (you can refer to the actions taken for that program).
Joseph Comprix	Whitman	Accounting	Accounting BS	2014-15	Curricular	BS Accounting - removed the FIN 300+ requirement as it is no longer required for NYS education requirements for CPA licensure; credits become a free elective for students. This change was initiated by the undergraduate board and undergraduate Dean as a result of a curriculum review.
Joseph Comprix	Whitman	Accounting	Accounting MS	2014-15	Curricular	Chair and Graduate Board substituted International Financial Reporting developed a course in accounting analytics as a result of feedback from advisory board and recruiters.
Joseph Comprix	Whitman	Accounting	Curriculum Map MSA.xlsx	2014-15	Curricular	Chair and Graduate Board substituted International Financial Reporting course as a required course in place of Strategic Cost Management as a result of feedback from advisory board and recruiters.
Joseph Comprix	Whitman	Accounting	General Accounting BS	2014-15	Curricular	BS General Accounting - introduced a new degree program in conjunction with the overall Whitman curriculum revision that requires five upper-level accounting courses (versus six plus LPP 457 for BS Accounting); program is designed for a student who wishes to double major in Whitman without increasing overall degree requirements. This was done by the undergraduate board and undergraduate Dean as a result of reviewing the curriculum.
Joseph Comprix	Whitman	Accounting	Professional Accounting-ISDP MS	2014-15	Programmatic	Department, Master's Board, Graduate Dean, and Dean made the decision to launch the MSA program online as Accounting@Syracuse.
Alex McKelvie	Whitman	Entrepreneurship and Emerging Enterprises	Entrepren & Emerg Enterprises BS	2014-15	Programmatic	Developed further track system to work as guidelines for students in their choice of electives. Helps to match career outcomes to learning objectives to course selection. Guideline only, rather than required set of courses. All EEE faculty involved in discussion, with input from the Undergraduate Board.

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Alex McKelvie	Whitman	Entrepreneurship and Emerging Enterprises	Entrepren & Emerg Enterprises MS	2014-15	Programmatic	Developed further track system to work as guidelines for students in their choice of electives. Helps to match career outcomes to learning objectives to course selection. Guideline only, rather than required set of courses. All EEE faculty were involved in this decision, with input from the Masters Board.
Ravi Shukla	Whitman	Finance	Finance BS	2014-15	Programmatic	The department implemented three tracks to help finance majors decide courses to take towards particular professional careers: Managerial Finance, Investment Banking and Value Investing, Portfolio Analysis and Capital Markets. The tracks were created using placement data and related information provided by career center, alumni and recruiters. As a result of the tracks, students will have a better idea of the various professional options they have.
Ravi Shukla	Whitman	Finance	Finance MS	2014-15	Other-Extra-curricular	Noticing that many of our students did not have rhetoric and communication skills to the extent we expected, the department launched a stock pitch competition in which student teams pitched stocks to an audience of fellow students and judges. Students were enticed to participate in this competition by cash prizes. About 25 students participated. The feedback from students has been very positive and encouraging.
Ravi Shukla	Whitman	Finance	Real Estate BS	2014-15	Other-Extra Curricular	The department hosted a real estate symposium in which professionals discussed important current issues related to real estate. Students attended the symposium and interacted with the professionals during the symposium and the reception that followed.
Ravi Dharwadkar	Whitman	Management	Management PhD	2014-15	Process	The department decided not to admit new doctoral students for the academic year of 2015-2016. We currently have two doctoral students in our program, and hope to admit more using a cohort model (hiring 3-4 students at the same time, as opposed to 1-2 on an annual basis).
Ravi Dharwadkar	Whitman	Management	Management BS	2014-15	Curricular	The management department will have major responsibilities in the new second integrated core in the new Whitman undergraduate curriculum. The second core will include MGT 247 (Strategy), MGT 248 (Management)--a new course, and SOM 354 (International Business). This new core will be taught for the first time in spring 2017. All department members were involved in designing the new core, and information about core courses from competitor schools was reviewed in arriving at the new core structure. The department and the school approved the changes in 2014-2015 academic year.