

University Senate Curricula and Courses Committee Minutes
Meeting Subtitle: "Senate C&C Returns Under New Management"
12:30pm Wednesday, 7 September, 2016
Senate Conference Room

I. **Opening business**

- A. Meeting called to order at 12:42pm
- B. Welcome
- C. Regrets: Dean Hanink, Maria Ana O'Donoghue
- D. Minutes of the 27 April meeting were approved
- E. We will next meet 21 September, 2016

II. **Report of the Chair/Representative**

- A. University Senate (M. Darre) – The last meeting was back in May, and the Senate C&C's consent agenda report was approved.
- B. Senate Executive (M. Darre) – The committee met to welcome members back and discuss the coming year.
- C. GEOC (K. Piantek) – The committee will meet next week with new Chair, Eric Schultz.
- D. Gen Ed Assessment Task Force (M. Darre) – M. Darre presented the committee with the Task Force's Gen Ed report. He noted that the Senate C&C didn't formally accept or comment on the report last year. He asked the group to review the report for the next meeting because it will be a point of discussion.

Discussion

- In discussing Gen Ed courses with his students, S. Park noted that they had two criteria for choosing Gen Ed courses: 1) the course fit into their schedule, and 2) an online search of the professor confirmed that the instructor wasn't evil.
- The committee discussed the difficulties of Gen Ed assessment.
- P. Diplock noted that most classes never get to the conversation about what Gen Ed is and why a particular course is considered Gen Ed.

- It was noted that most Gen Eds are 1000- or 2000-level, so there is an implicit bias that Gen Ed courses are basic and that in-depth or program specific material is not Gen Ed.
- Members felt that a valid attitude survey of faculty who teach and don't teach Gen Eds is needed.

E. UICC (M. Darre) – The committee will meet in a few weeks. M. Darre cannot attend these meetings, so M. Buck will report back, since either she or one of her staff normally attend.

F. Curriculum Advisory (“Workflow”) group (M. Darre) – M. Darre reported that there has been broad acceptance of the new system; most schools and colleges are on board.

Discussion

- It was noted that there needs to be more direction regarding what constitutes a 1 vs 2 vs 3 credit course (e.g. in terms of lecture times, hands-on lab time, discussions, internships, “direct contact hours” etc). There is not currently a definition of what constitutes a credit on the form.
- P. Diplock discussed the problem of translating credit hours to the online format. He suggesting adding some base recommendations and guidance.
- The committee also felt that a course numbering guide should be added.

III. **Other committee reports**

- A. Growth and Development Committee (S. Wilson) – No report.
- B. Diversity (M. A. O’Donoghue) – No report.
- C. Standing Honors Board (D. Hanink) – No report.
- D. Scholastic Standards (E. Schultz) – No report.

IV. **Old Business**

A. The GEOC recommends inclusion of the following course in Content Area 4, Diversity and Multiculturalism:

1. SOCI 3651/W Sociology of the Family

Note: The W Subcommittee has not yet approved this course for the level change. The course was tabled on 4/27/16 pending W approval and is still waiting for updates to the CAR form.

V. **New Business**

A. New 1000- or 2000-level courses:

1. Motion to add (M. Buck, K. Labadorf) CSE 2050 Data Structures and Object-oriented Design (Proposal # 17)

Proposed Catalog Copy

CSE 2050. Data Structures and Object-oriented Design

Three credits. Three class periods of lecture and one 75-minute laboratory period per week. Prerequisite: CSE 1729. Not open to students who have passed CSE 2100.

Introduction to fundamental data structures and algorithms. Emphasis is on understanding how to efficiently implement different data structures, communicate clearly about design decisions, and understand the relationships among implementations, design decisions, and the four pillars of object-oriented programming: abstraction, encapsulation, inheritance, and polymorphism.

Discussion

- P. Diplock noted that the new CAR form does not have an option for hybrid or blended courses. M. Darre asked P. Diplock to send relevant info to K. Piantek so that she can pass this recommendation on to the form developers.
- Minor wordsmithing edits were made to the description.
- A grading scale is needed in the syllabus.
- P. Diplock expressed the desire for a CAR mechanism to reach out to faculty and offer CETL services or make course suggestions. The form might include a recommended link, for example.

Motion to add (#17 - CSE 2050) approved unanimously.

2. Motion to add (K. Labadorf, M. Buck) ECON 2211Q Quantitative Intermediate Microeconomics

Note: GEOC has reviewed and approved this course.

Proposed Catalog Copy

ECON 2211Q. Quantitative Intermediate Microeconomics

Four Credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q or 2141Q. Not open to students who have taken ECON 2201.

Intermediate microeconomic theory presented with calculus and other quantitative techniques. Demand and supply, exchange and production, pricing, and welfare economics.

Discussion

- K. Labadorf questioned the order of the words “quantitative” and “intermediate.” E. Schultz felt the word order was accurate.
- A grading scale is needed in the syllabus.

Motion to add (ECON 2211Q) approved unanimously.

3. Motion to add (S. Park, K. Labadorf) ECON 2212Q Quantitative Intermediate Macroeconomics

Note: GEOC has reviewed and approved this course.

Discussion

- E. Schultz noticed that the enrollment restriction should probably be ECON 2202, not 2201.
- **K. Labadorf motioned to table the course. The motion was seconded by S. Park. The motion to table the course pending clarification of the enrollment restriction passed unanimously.**

4. Motion to add (K. Labadorf, M. Buck) ENGL 2627 Topics in Literary Studies (Proposal #105)

Proposed Catalog Copy

ENGL 2627. Topics in Literary Studies

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

Exploration of various focused topics, such as a particular literary theme, form, or movement, to be announced from semester to semester. May be repeated for credit with a change in topic.

Discussion

- E. Schultz asked how important the committee felt it was to include the number of students per section in the CAR form. He noted that he received some push-back from one of the school curriculum committees on this. They noted that the number of students may be changeable, for one.
- S. Park pointed out that at the regional campuses, classroom size may be applicable, or also what can be asked of an adjunct. E. Schultz agreed that such considerations are important at the department and college levels, but there is concern about a “reach-in foul” for this committee. However, members agreed that the Senate C&C would not tamper with these fields except to ensure that W courses only have 19 seats.
- The committee questioned the numbering scheme for the course since it is essentially a variable topics course. The course title does not explicitly state it is a variable topics, but in practice the course is. There was some discussion of whether the committee should ask the department to change both the number and the title. E. Schultz noted that asking them do this would require the request to go back through the department and college.
- Given that there are multiple courses in the department with this potential problem, M. Buck suggested approving the course but recommending that the

department have a conversation about revising the course numbering system to conform to recommended standards.

- A grading scale is needed in the syllabus.

Motion to add (#105 - ENGL 2627) approved unanimously.

5. Motion to add (S. Park, M. Buck) ENVS 2000 Integrating Humans and the Environment (Proposal #116)

Proposed Catalog Copy

ENVS 2000. Integrating Humans and the Environment

Three credits. Open to Environmental Sciences majors only, sophomores or higher.

Recommended preparation: NRE 1000 or similar.

This course is designed for students who have had a foundation in the basic concepts of environmental sciences. Exploration of critical environmental issues from a science-based perspective, including climate change, energy resilience, ecosystem services, and sustainability. The course will address the challenges, tradeoffs, and potential solutions to problems related to human modification of the environment, and do so from an interdisciplinary perspective.

Discussion

- M. Buck asked if CLAS has signed off on this proposal since the two schools share the program. The notes in the comments section of the form did confirm that CLAS approved the course.

Motion to add (#116 - ENVS 2000) approved unanimously.

B. Corrections to the May 2, 2016 Senate Report for the information of the Senate C&C

1. DRAM 1XXX (now 1501) was erroneously reported as Content Area 4 *non-International*, but it was approved as a Content Area 4 *International* course.

2. The revised course number for WGSS 1124 is WGSS 2124. It was erroneously reported as WGSS 2224 due to an error on the request form.

3. The correct number for the course entitled "Autism and Developmental Disorders" is PSYC 3302W. It was erroneously reported as PSYC 3202W due to conflicting information on the request form.

Attendees: Michael Darre (Chair), Marianne Buck, Kathleen Labadorf, Peter Diplock, Steven Park, Eric Schultz

Respectfully Submitted: Karen Piantek