

University Senate Curricula and Courses Committee Minutes  
Meeting Subtitle: “A Plus is Just a Minus with an Extra Line” OR  
“ANSC Introduces the Model for a (-1) Credit Course”  
12:30pm Wednesday, 13 April, 2016  
Senate Conference Room

I. **Opening business**

- A. Meeting called to order at 12:30pm
- B. Welcome
- C. Regrets: Shayla Nunnally
- D. Minutes of 30 March meeting were approved unanimously
- E. We will next meet 27 April

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

A. University Senate (P. Bedore) – The Senate met on April 4. The Provost explained how Academic Analytics is used. It is not for PTR or to allocate resources, but it’s a useful tool in thinking about how we rank when compared to AAU institutions (faculty performance at UConn ranks quite low in most categories) and how we can increase our research productivity and our rankings.

The Gen Ed Task Force report by Jon Gajewski included several slides: the charge to the taskforce; the goals as currently written; the activities of the taskforce; and findings: 1) more assessment is needed, 2) many people—faculty, students, and staff—are not familiar with the goals of Gen Ed, 3) people agree with the goals but could use clarification re: “becoming articulate” (does this include oral communication?) and “acquiring moral sensitivity,” and 4) many people supported strengthening the communication requiring (speaking and civility) and adding financial literacy. Recommendations include 1) commit to more ongoing direct assessment of the outcomes of the Gen Ed program including restarting the four-phase plan for assessment of Content Areas initiated by GEOC in 2008-09 and forming a standing committee or council dedicated to assessment across the university, including the Gen Ed requirements, and 2) communicate more clearly to the entire community (students, parents, alums, advisors, faculty) about the Gen Ed program.

During the Q&A, the following was discussed:

Q: Should there be a coding requirement? A: No one mentioned this as being needed during review.

Q: Was there a consideration of veterans and transfer students? A: Yes. There was a focus group of veterans and one of the recommendations is more transparency for transfer Gen Eds.

Q: What did alumni say about Gen Eds? A: They rated them much more highly than do our current students. It will be important to communicate this to current students.

Q: The content areas are not aligned with the goals of Gen Ed. Did you do any mapping of the learning objectives to the goals? A: Yes. The report shows some clear perceived gaps between objectives and goals.

Q: How about environmental literacy? A: There was some support for environmental literacy, but it came somewhere in the middle. Students are interested in financial literacy, though.

The CETL report was also presented by Peter Diplock.

- In a committee discussion of the Gen Ed Task Force recommendations, M. Darre suggested FYE and SYE as appropriate places for Financial Literacy and other “life skills” rather than in Gen Ed courses.
- E. Schultz asked the committee to consider ideas for a social media campaign to market Gen Ed.
- P. Bedore asked the committee if they had other things to convey to Jon Gajewski. S. Wilson asked about language ~~the~~that captures action. She felt that “General Education” is a static term and that UConn needs to consider keeping a fluidity that will be responsive to a rapidly changing world and roles. P. Bedore said she will copy S. Wilson on her message to J. Gajewski about this.
- E. Schultz said that he was unclear about criticism related to the complexity of Gen Ed. Is the complaint that there is too much (too many credits) or that satisfying the requirements is too complicated? There was discussion of Brown University’s system for incorporating Gen Ed without having course requirements.

B. Senate Executive (P. Bedore) – SEC noted that GEOC has been facing some challenges with the realignment process and is taking steps to address those.

C. GEOC (P. Bedore) – The GEOC discussed the Gen Ed Task Force report. Chair Mike Young noted a variance between the task force’s findings about the computer competency and the GEOC’s historical findings on this topic, which led GEOC to recently delete the computer competency. He asked P. Bedore to convey to the task force that there is little focus in the report on information literacy and first-year writing.

The GEOC discussed the removal of the computer competency. The Chair feels that the computer competency belongs in the majors rather than in Gen Ed. The chair will craft language from the recent motion that the Senate C&C can pass on to the Senate.

GEOC tabled the Honors/Gen Ed MOU pending the addition of ENGL 2011 to the list of honors courses that are also Gen Eds. Bedore will communicate this to Jaclyn Chancey, who chaired the Honors/Gen Ed MOU working group.

Several Gen Ed courses were passed; the Senate C&C will see them soon.

- P. Bedore asked what next steps are for the deletion of computer competency. E. Schultz noted that this would involve changes on a by-law level.

D. Gen Ed Assessment Task Force (P. Bedore) – See notes above for the University Senate.

E. UICC (P. Bedore) – The committee meets this afternoon.

F. Curriculum Advisory (“Workflow”) group (E. Schultz) – Some real proposals have come through that we will see today. K. Labadorf had conveyed to E. Schultz her belief that the library needs to be kept abreast of resource needs for courses. The new system does have the capability to send notifications; we would just need to know to whom and at what level the notification would be sent. E. Schultz suggested changing out the library-related check box in the form in exchange for a text entry-type box. E. Schultz also suggested that this issue might benefit from a working group of library staff, members of the Senate C&C, and maybe representatives from the colleges. P. Bedore volunteered to serve and asked that K. Labadorf make plans to form the group.

### III. **Other committee reports**

A. Growth and Development Committee (S. Wilson) – Previous meetings have been canceled, but the committee plans to meet soon. At the last meeting there was discussion of federal funding.

B. Diversity (M. A. O’Donoghue) – There is a new chair. The committee passed the diversity clause in the by-law revisions. The committee responded to the choice of the new Chief Diversity Officer; it felt that her corporate experience was not necessarily a plus.

C. Standing Honors Board (D. Hanink) – The board has not met recently. They will meet this week, but D. Hanink cannot attend. K. Piantek will report at the next meeting.

D. Scholastic Standards (E. Schultz) – No report.

### IV. **Old Business**

A. New 1000- or 2000-level courses:

1. Motion to add (M. Darre, M. A. O'Donoghue) CE/GEOG 2500 Introduction to Geographic Information Systems

*Note: This course was tabled pending clarification of inconsistent recommended preparation between cross-listings.*

*Proposed Catalog Copy*

CE 2500 Introduction to Geographic Information Systems

(Also offered as GEOG 2500) Four credits. One 2-hour lecture and two 2-hour laboratory periods.

Fundamental principles of geographic information systems (GIS). Topics include history of the field, components of a GIS, the nature and characteristics of spatial data, methods of data capture and sources of data, database models, review of typical GIS operations and applications. Laboratory exercises provide experience with common computer-based systems.

*Discussion*

- E. Schultz confirmed that the proposers approved the removal of the recommended preparation.
- M. Darre noted that only students in the grad version of the course can earn an A+, but the syllabus suggests that students taking the undergrad version can as well.
- There were some issues in the syllabus to be fixed, including a confusing grading conversion table.

**Motion to add (CE/GEOG 2500) approved unanimously.**

- B. Revise 1000- or 2000-level courses:

1. Motion to revise (M. Buck, K. Labadorf) CSE 1729 Introduction to Principles of Programming (Description and prereqs)

*Note: This course was tabled pending clarification of prerequisite issue.*

*Current Catalog Copy*

CSE 1729. Introduction to Principles of Programming

Three credits. Two 1-hour lectures and one 2-hour laboratory. Not open for credit to students who have passed CSE 110, 123, 1100, or 1010. CSE 1729 may be used in place of CSE 1010 to fulfill any requirement fulfilled by CSE 1010.

An introduction to computer programming in a structured programming language including fundamental elements of program design and analysis. Data and functional abstraction as tools for constructing correct, efficient, and intelligible programs for a variety of common computing problems. While this course covers the material in CSE 1010, its focus on abstraction makes it appropriate for students seeking a deeper understanding of computing fundamentals as well as those planning on continued study in computing.

*Revised Catalog Copy*

CSE 1729. Introduction to Principles of Programming

Three credits. Two 1-hour lectures and one 2-hour laboratory. Prerequisite: CSE 1010. Introduction to computer programming in a structured programming language, including fundamental elements of program design and analysis. Data and functional abstraction, as tools for constructing correct, efficient, and intelligible programs, for a variety of common computing problems.

*Discussion*

- E. Schultz reported that the proposer agreed to delete the CSE 1729 prereq.

**Motion to revise (CSE 1729) approved unanimously.**

C. Revised 3000- or 4000-level W courses:

1. Motion to revise (G. McManus, S. Wilson) STAT 3494W Undergraduate Seminar

*Note: This course was tabled pending resolution of issues with the catalog copy.*

*Current Catalog Copy*

STAT 3494W. Undergraduate Seminar II

One credit. Prerequisite: STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q; and STAT 3484; ENGL 1010 or 1011 or 2011.

The student will attend 6-8 seminars per semester, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in STAT 3484.

*Revised Catalog Copy*

STAT 3494W. Undergraduate Seminar

One credit. Prerequisite: STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q; ENGL 1010 or 1011 or 2011.

The student will attend 6-8 seminars, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

*Discussion*

- P. Bedore read an email from J. Gajewski stating that CLAS wanted to keep the originally proposed language. One member said that he had heard there was some contention in the CLAS C&C about this issue in that the CLAS wanted to be responsible for their own catalog copy.
- The committee discussed whether this was a dispute worth pursuing with CLAS. P. Bedore suggested that the Senate C&C should defer to the department because it is their course; she noted that we made a recommendation, and they

rejected it. However, she felt that the Senate C&C should continue to make recommendations in the interest of promoting best practices.

- The committee honored the wishes of the CLAS in keeping the old catalog copy but did remove the last sentence of the description as superfluous.

**Motion to revise (STAT 3494W) approved with one Nay vote.**

**V. New Business**

**A. Add 1000- or 2000-level courses:**

1. Motion to add (M. A. O'Donoghue, K. Labadorf) DMD 2610 Introduction to Digital Humanities

*Proposed Catalog Copy*

DMD 2610. Introduction to Digital Humanities.

3 credits.

Application of digital technology and media to international and interdisciplinary digital humanities, such as art history, classics, cultural and area studies, history, languages, literature, music, and philosophy, in the work of university researchers.

*Discussion*

- P. Bedore made note of some edits that Shayla Nunnally forwarded to the committee. Additional edits were also made to the catalog copy for the purposes of streamlining.

**Motion to add (DMD 2610) approved unanimously.**

2. Motion to add (K. Labadorf, E. Schultz) DRAM 1XXX Introduction to World Puppetry

*Proposed Catalog Copy*

DRAM 1XXX. Introduction to World Puppetry

Three credits.

Introduction to the global culture of puppetry, from Punch & Judy and Javanese shadow theater to robots, sports mascots, and Burning Man. Puppet performances in terms of their combination of visual art, performance, text, and music; social, political, and religious contexts of puppet performances. CA 1 and CA 4-INT.

*Discussion*

- P. Bedore noted that the GEOC approved the CA1 and CA4-INT designations for the course this morning and asked the committee if they would like to approve all three aspects of the course. Yes, the committee was amenable to reviewing the whole course.

- Minor edits were made to the catalog copy.

**Motion to add (DRAM 1XXX) approved unanimously.**

B. Revise 1000- or 2000-level courses:

1. Motion to revise (K. Labadorf, M. Buck) WGSS 1124 Gender and Globalization (Level change)

*Note: These changes have been reviewed and approved by GEOC.*

*Current Catalog Copy*

WGSS 1124. Gender and Globalization

Exploration of the construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

*Revised Catalog Copy*

WGSS 2224. Gender and Globalization

Three credits. Recommended preparation: WGSS 1105.

Construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

*Discussion*

- Recommended preparation was added to the description based on the form and minor edits made to the catalog copy.

**Motion to revise (WGSS 1124) approved unanimously.**

C. New S/U graded courses:

1. Motion to add (M. Darre, G. McManus) ANSC 3681 Summer Internship Experience – Zero Credit

*Proposed Catalog Copy*

ANSC 3681. Summer Internship Experience

Zero Credits. Hours by arrangement. Prerequisite: Open to students who have earned a minimum of 24 credits and instructor consent. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated.

Practical experience, knowledge, and professional skills in a work environment related to animal science. Based on a contract and learning experience syllabus.

*Discussion*

- E. Schultz expressed disappointment in the wordiness of the catalog copy, but M. Darre noted that he had wanted to provide E. Schultz with an opportunity to enact revisions. Minor edits were thus happily made to the catalog copy.

**Motion to add (ANSC 3681) approved unanimously.**

D. The General Education Oversight Committee recommends inclusion of the following course in Content Area 1 – Arts and Humanities:

1. DRAM 1XXX Introduction to World Puppetry

*Discussion*

- See item A.2. above under New Business.

**Motion to add CA1 to (DRAM 1XXX) approved unanimously.**

E. The General Education Oversight Committee recommends inclusion of the following course in Content Area 4-INT – Diversity and Multiculturalism, International:

1. DRAM 1XXX. Introduction to World Puppetry

*Discussion*

- See item A.2. above under New Business.

**Motion to add CA4-INT to (DRAM 1XXX) approved unanimously.**

F. Other GEOC Actions

1. Deletion of the Computer Technology competency

*Note: This agenda item was not discussed because the Senate C&C is waiting on motion language to be drafted by the GEOC.*

2. Revision of the MOU regarding General Education Honors Core courses

*Note: This agenda item was not discussed because the GEOC tabled the MOU pending the question of ENGL 2011.*

Attendees: Pamela Bedore (Chair), Eric Schultz, Dean Hanink, Kathy Labadorf, Marianne Buck, Maria Ana O'Donoghue, Suzanne Wilson, George McManus, Mike Darre, Alexander Karl (student rep)

Respectfully Submitted: Karen Piantek