

University Senate Curricula and Courses Committee Minutes

Meeting Subtitles: "UConn's Two Seasons: Winter and Construction" or "Pondering a New Ice Cream Flavor for the Darre Bar" or "The Committee was Not Moved to Move ACCT 4891"

1:30pm Wednesday, April 4, 2018

Senate Conference Room

Opening business

- A. Called to order: 1:33pm
- B. Regrets: Michael Ego, Dean Hanink
- C. Minutes of the March 21, 2018 meeting were eApproved.
- D. We will next meet April 18, 2018 at 1:30pm.

II. Report of the Chair/Representative

- A. University Senate (M. Darre) – On April 2, Susan Herbst discussed a State Senate bill that would make UConn an "Entrepreneurship University." The university is strongly against this initiative, as it will essentially rewrite our mission. Construction will be underway during the summer.
- B. Senate Executive (M. Darre) – By-law changes may be coming. There was a report on research that would seek more funding for small business entrepreneurships and technology. There was also discussion of workshops for faculty to learn to write grants.
- C. GEOC (E. Schultz) – GEOC received a CAR for a W course request from ASLN. Linda Pelletier came to demonstration the Go React online system used to submit "writing" in video form. The W subcommittee is currently reviewing the proposal. The other main item of discussion was an SPSS course that was requesting both CA2 and CA3, which has never been done. There was discussion of what percentage of the semester must be devoted to a specific content area for it to be considered fulfilled. The idea that 51% of the course must be devoted to the area was discussed, but this seems to violate guidelines originally set down. The CA2 subcommittee felt the course fulfilled their criteria, but the CA3 subcommittee was unsure. A more detailed syllabus has been requested from the proposer.
- D. UICC (M. Buck) – The committee meets tomorrow.

III. Other committee reports

- A. Standing Honors Board (F. Pratto) – No report.

- B. Scholastic Standards (P. Diplock) – The committee is dealing with end-of-semester assessments. They are also trying to adjust the timeline regarding when instructors assign due dates for major projects, especially during the week before finals and finals week. There is a need for norms and policy guidance.
- C. ΔGE Working Group (E. Schultz) – The subgroups are meeting. The Environmental Literacy (EL) group has a good working definition of EL, and they are now discussing implementation. The three other subgroups are working on structure, communication, and learning outcomes/achievement. They are trying to stress that this will not be a top-down process, and they are staying away from the word “assessment.”

Old Business

A. New 1000- and 2000-level courses:

- 1. EEB 2222 Plants in a Changing World (#4856)

Note: This courses was tabled on 2/21/18 pending consultation with SPSS. There are no updates at this time, so no action was taken on this agenda item.

New Business

A. Revised 1000- and 2000-level courses:

- 1. Motion to revise (S. Wilson, M. Buck) EPSY 2100 Introduction to Special Education (#5025)

[Level change]

*Current Catalog Copy**

EPSY 2100. Introduction to Special Education

Three credits. Prerequisite: PSYC 1100.

Special education services in American education, including various exceptionalities and the roles of professionals.

Revised Catalog Copy

EPSY 1100. Introduction to Special Education

Three credits.

Special education services in American education, including various exceptionalities and the roles of professionals.

Discussion

- There was some discussion of exactly what changes are being sought. The proposers are not requesting a title change. The title was previously changed from “Introduction to Exceptionality” to “Introduction to Special Education,” and the department is retaining “Introduction to Special Education.” This was corrected from the listing in the agenda.

**Note: Previous changes to the course did not make the 2017-18 catalog deadline. The course was changed from 3000-level to 2000-level on 4/3/2017.*

Motion to add EPSY 2100 (#5025) approved unanimously.

2. Motion to revise (K. Labadorf, S. Wilson) FREN 1161 Elementary French I (#6307) [revise number, description]

Discussion

- There was discussion of whether second language courses are considered Gen Ed and whether they should have to come through GEOC. As this time, they do not come through GEOC.
- The committee agreed that second language courses are Gen Ed, so we should be lining up the practice with the policy. The Second Language committee should be reviewing learning outcomes, appropriateness of level, etc for Second Language courses like this one.
- It was recommended that we send the course back to the proposer in order to route it to GEOC for review as part of the workflow.
- There was some concern that the form might not allow the course to go through if the Gen Ed box is checked but there is no place to check off that it is Second Language. It was felt that this should be any easy fix to the form, and Jason Card in ITS will be consulted.

K. Labadorf motioned to send all of the FREN second language courses (FREN 1161-#6307; FREN 1162-#6308; FREN 1163-#6309; FREN 1164-#6310) back to the proposers to edit information about Gen Ed and route them through GEOC for review. S. Wilson seconded. The motion to return was approved unanimously.

3. FREN 1162 Elementary French II (#6308) [revise number, description]

FREN 1162 (#6308) will be returned to the proposer.

4. Motion to revise (xx) FREN 1163 Intermediate French I (#6309) [revise number, description]

FREN 1163 (#6309) will be returned to the proposer.

5. Motion to revise (xx) FREN 1164 Intermediate French II (#6310) [revise number, description]

FREN 1164 (#6310) will be returned to the proposer.

- B. The General Education Oversight Committee recommends inclusion of the following courses in CA4 – Diversity and Multiculturalism, non-International:

1. Motion to add (K. Labadorf, M. Buck) EPSY 2100 Introduction to Special Education (#5025)

Discussion

- No discussion.

Motion to add EPSY 2100 (#5025) approved unanimously.

- C. The General Education Oversight Committee recommends addition of the following 3000- or 4000-level courses in the Writing (W) competency:

1. Motion to add (K. Labadorf, S. Wilson) GEOG 4000W Capstone Seminar in Geography (#6248)

Proposed Catalog Copy

GEOG 4000W. Capstone Seminar in Geography

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Prerequisite or corequisite: one Geography class at the 3000 level or higher. Open to juniors or higher. Open to Geography majors; others by instructor permission.

Techniques for, and practice in, research, writing, citation, and data presentation in geography.

Discussion

- A letter grading scale is needed in the syllabus.

Motion to add GEOG 4000W (#6248) approved unanimously.

2. Motion to add (S. Wilson, D. Ouimette) GEOG 4001W Writing in Geography (#6249)

Proposed Catalog Copy

GEOG 4001W. Writing in Geography

One credit. Prerequisite: One Geography class at the 2000 level or higher. ENGL 1010 or 1011 or 2011. Co-requisite: One Geography class at the 3000-level or higher. Open to juniors or higher. Open to Geography majors only.

Techniques for, and practice in, research, writing, citation, and data presentation in geography.

Discussion

- There was discussion of the language about attendance/participation that is presented in the syllabus. There is a lot of text about missing classes. The general

feeling was that the language crossed the line into penalizing non-attendance. P. Diplock volunteered talk to the proposer about revising the language.

- A letter grading scale is needed in the syllabus.

Motion to add GEOG 4001W (#6249) approved unanimously.

3. Motion to add (M. Buck, K. Labadorf) NURS 2XXX Fostering a Culture of Health through Health Equity and Interprofessional Collaboration (#4776)

Proposed Catalog Copy

Nursing 2XXXW. Fostering a Culture of Health through Health Equity and Interprofessional Collaboration

3 credits. Open to all majors. Prerequisite: English 1010, 1011 or 2011.

An in-depth examination of our nation's quest toward a Culture of Health, with movement toward health equity by reducing disparities and improving social determinants of health for all members of our society. The principles of interprofessional collaborative practice will be applied as a method to strengthen this work with under-represented, diverse, and vulnerable populations, including enhancing cultural continuity for groups from outside the US.

Discussion

- M. Buck will contact the proposer about selecting a course number.
- ENGL 2011 was added as a pre-req in the catalog copy.
- References to modality were removed from the catalog copy, as was the citation.

Motion to add NURS 2XXX (#4776) approved unanimously.

- D. The General Education Oversight Committee recommends revisions of the following 3000- or 4000-level courses in the Writing (W) competency:

1. Motion to revise (S. Wilson, K. Labadorf) MARN 3801W Marine Sciences and Society (#4720) [Level change]

Current Catalog Copy

MARN 3801W. Marine Sciences and Society

Second semester (Avery Point). Three credits. Prerequisite: MARN 2002 and 3001 or instructor consent; ENGL 1010 or 1011 or 2011. Vaudrey

Scientific analysis of coastal zone issues and their implications for society. Written analysis and discussion of primary literature.

Revised Catalog Copy

MARN 2801W. Marine Sciences and Society

Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; ENGL 1010 or 1011 or 2011.

Scientific analysis of coastal zone issues and their implications for society. Written analysis and discussion of primary literature.

Discussion

- No discussion.

Motion to add MARN 3801W (#4720) approved unanimously.

2. Motion to revise (K. Labadorf, D. Burkey) WGSS 2255/W Sexualities Activism and Globalization (#5787) [Revise Title]

Current Catalog Copy

WGSS 2255. Sexualities, Activism, and Globalization
(Formerly offered as WS 2255.) Three credits. Prerequisite: Open to sophomores or higher. Globalization of LGBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media. CA 4-INT.

WGSS 2255W. Sexualities, Activism, and Globalization
(Formerly offered as WS 2255W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher. CA 4-INT.

Revised Catalog Copy

WGSS 2255. LGBTQ Sexualities, Activism, and Globalization
(Formerly offered as WS 2255.) Three credits. Prerequisite: Open to sophomores or higher. Globalization of LGBTQ identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media. CA 4-INT.

WGSS 2255W. LGBTQ Sexualities, Activism, and Globalization
(Formerly offered as WS 2255W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher. CA 4-INT.

Discussion

- No discussion.

Motion to add WGSS 2255/W (#5787) approved unanimously.

E. Revised S/U Graded Courses:

1. Motion to revise (D. Ouimette, S. Wilson) ACCT 4891 Field Study Internship (#5946) [Revise pre-req]

Current Catalog Copy

ACCT 4891. Field Study Internship

One to six credits. Hours by arrangement. Prerequisite: ACCT 2101 or BADM 2710; ACCT 3201, and at least 3 credits of 3000-level ACCT courses; consent of instructor and department head; open only to Business majors of junior or higher status. Students taking this course will be assigned a final grade of “S” (satisfactory) or “U” (unsatisfactory). Designed to provide students with an opportunity for supervised field work. Students will work with one or more professionals in their major academic area. Student performance will be evaluated on the basis of an appraisal by the field supervisor and an appropriate summative activity submitted by the student.

Revised Catalog Copy

ACCT 4891. Field Study Internship

One to six credits. Hours by arrangement. Prerequisite: ACCT 2101 or BADM 2710; ACCT 3201 or BADM 3201, and at least 3 credits of 3000-level ACCT courses; consent of instructor and department head; open only to Business majors of junior or higher status. Students taking this course will be assigned a final grade of “S” (satisfactory) or “U” (unsatisfactory). Designed to provide students with an opportunity for supervised field work. Students will work with one or more professionals in their major academic area. Student performance will be evaluated on the basis of an appraisal by the field supervisor and an appropriate summative activity submitted by the student.

Discussion

- No discussion.

Motion to add ACCT 4981 (#5946) approved unanimously.

F. Other Business

1. Proposal to revise the Senate By-Laws, Rules and Regulations on General Education [Scholastic Standards notes and revisions]

Discussion

- The committee picked up where it left off at the end of January. Moving into the section on GEOC and implementation, the document language has been simplified, and non-policy language has been removed.
- Language specifying the duration of intensive sessions will be added.
- There was some confusion about course staffing.
- It was questioned whether GEOC Chairs can be reappointed after a break. Language to this effect will be added. Members suggested that potential ‘military coups’ for control of the GEOC should be considered when drafting this language.
- There was discussion of a mechanism for determining if the Gen Ed curriculum fulfills its goals. GEOC is supposed to be the body that does this through its alignment project. There was discussion of terminology: *goals* versus *criteria* versus *objectives*.

- Language will be edited to address GEOC's job of ensuring the alignment of the Gen Ed curriculum with UConn's academic mission.
- There was discussion of how long a break a member needs to take before they can be reappointed to GEOC. The document currently states that a two-year break is needed, but the committee was open to allowing for reappointment after a one-year break. Language about not being appointed for more than two consecutive terms will be adjusted to allow for more flexibility.
- Given the addition of First Year Writing (FYW) members to GEOC this year, the committee questioned whether additional ex-officio members who have an impact on Gen Ed should be added. For instance, is a member from CETL needed? This will be taken under consideration.
- A clean draft of the document will be submitted for the Senate C&C's final consideration.

Attendance (in bold): **Michael J. Darre (Chair)**, Michael Bradford, **Marianne Buck**, **Daniel Burkey**, John Chandy, Michael Ego, **Peter Diplock (Ex-officio)**, Dean Hanink, **Kathleen Labadorf**, Jean Main, **David Ouimette**, Felicia Pratto, **Eric Schultz**, **Suzanne Wilson**, Tyler DiBrino (student rep), and Wawa Gatheru (student rep)

Respectfully submitted by Karen C. P. McDermott