

## University Senate Curricula and Courses Committee Minutes

Meeting Subtitles: “Service Learning for All Courses!” or “Discipline Wars: The Departments Strike Back” or “The Wheels on the Bus Go Round and Round...Over Karen”

October 5, 2020 from 1:00pm-2:30pm

Meeting in Webex

### I. Opening business

- A. Called to order: 1:02 pm
- B. Regrets: None
- C. Minutes of September 21, 2020 were a-Approved
- D. We will next convene in the electronic ether on October 19, 2020

### II. Report of the Chair (E. Schultz)

- A. University Senate – The group meets later today and will see business about the Spring calendar and the Pass/Fail option. Regarding the calendar, the proposal is that the semester will start at the normal time, but the first two weeks will be online only. Spring Break will be postponed to April, and it will be left open what happens after that. Regarding the Pass/Fail rules, most of the usual restrictions were lifted in the Spring semester and have stay that way through the Fall. Scholastic standards is moving forward with another motion this meeting.
- B. Senate Executive – The group discussed issues with asynchronous courses. There have been numerous reports from students having unsatisfying experiences in these courses. One option is making course modality part of the catalog listing.

### III. Other Committee Reports

- A. UICC (M. Hatfield) – No report.
- B. Honors Board of Associate Directors (E. Schultz) – There was one curriculum-related item, a new Honors Core course that we will see. There was also discussion about supporting Honors students in this stressful time.
- C. Scholastic Standards (L. Schlesselman) – A couple other topics that SS is looking at are the authentication of students in distance learning classes and a sick note policy.
- D. GEOC (M. Wagner) – Faculty teaching a Gen Ed course this semester recently received a letter from GEOC with information about Gen Ed. They were asked for feedback on any issues they encountered teaching Gen Ed during a pandemic, and M. Wagner has received responses. The W subcommittee also wants to look into 1-credit W courses. There was an assessment of these courses done back in 2014, and this [1-credit W Assessment Report](#) is on GEOC’s website. In short, the assessment found that the courses generally teach writing just as well as regular 3- and 4-credit W courses.
- E. Δ2GE Working Group (M. Wagner) – The committee would like to conduct a focus group before they move forward on anything else regarding their JEDI initiative (Justice, Education, Diversity, and Inclusion). They are also convening a task force on the lab requirement, and a working group on the proposed dialog requirement.

#### IV. Business Originating under the Sign of Virgo

##### A. Revised 1000- and 2000-level courses:

1. Motion to untable (M. Hatfield, G. Michna) CSE 2304 Computer Architecture (#16371/2132) [Revise prereqs]

*Note: This course was tabled pending confirmation of the correct prerequisites and a question about an acronym in the catalog copy.*

##### *Discussion*

- CETL recommends adjusting the outcomes of instruction to learning objectives and revising them to include measurable verbs.
- The syllabus needs grading information, including the graded components, values for each graded component, and a grading scale. It should also include university policies.
- The Office of the Registrar consulted with the department about the credit restriction and was told the course should mirror the way CSE 3666 is set up, meaning that it is a straight credit restriction. In this case, the restriction as it is written is correct.
- One member familiar with the Engineering curriculum felt that this was not the intention of the department. It was determined that further consultation with the department was needed to be sure.

**M. Hatfield motioned to retable. J. Yakovich seconded. Motion to table CSE 2304 (#16371/2132) was approved unanimously.**

##### B. The General Education Oversight Committee recommends revision of the following existing 3000- or 4000-level courses within or into the Gen Ed curriculum:

1. Motion to revise (A. Adams, G. Stuart) MEM 4971W Senior Design Project I (#15953/2068) [Revise prereqs]

##### *Current Catalog Copy*

MEM 4971W. Senior Design Project I

2.00 credits

Prerequisites: ME 3221; MEM 2211; ENGL 1007 or 1010 or 1011 or 2011. Not open to students who have passed MEM 4915W.

Grading Basis: Graded

Part 1 of the capstone design course for the MEM Program. This semester will cover manufacturing and production cases in preparation for the senior design experience. Both written and oral reports are required. Students will also complete the first phase of their two-semester engineering design project focused on product/process creation or improvement, including problem definition, background, and a preliminary proposal. The Business and Engineering faculty will be jointly involved.

*Revised Catalog Copy*

MEM 4971W. Senior Design Project I

2.00 credits

Prerequisites: MEM 2211; ENGL 1007 or 1010 or 1011 or 2011. Not open to students who have passed MEM 4915W.

Grading Basis: Graded

Part 1 of the capstone design course for the MEM Program. This semester will cover manufacturing and production cases in preparation for the senior design experience. Both written and oral reports are required. Students will also complete the first phase of their two-semester engineering design project focused on product/process creation or improvement, including problem definition, background, and a preliminary proposal. The Business and Engineering faculty will be jointly involved.

*Discussion*

- The syllabus needs a grading scale and university policies.
- One member questioned the 45-person cap. We are supposed to be 19 students or less. M. Hatfield explained that these courses are set up differently with one larger section that is then broken up into smaller ones that often end up being much less than 19 students.

**Motion to revise MEM 4971W (#15953/2132) was approved unanimously.**

2. Motion to revise (J. Yakovich, D. Ouimette) NURS 3715W Nursing Leadership (#14757/1824) [Revise title & description]

*Current Catalog Copy*

NURS 3715W. Nursing Leadership

3.00 credits

Prerequisites: ENGL 1010 or 1011 or 2011; C or better in NURS 3234; open only to NURS majors.

Grading Basis: Graded

An in-depth analysis of the components that facilitate new nursing graduates to become leaders in healthcare, within interprofessional groups, and in the community. Emphasis is on written and oral communication, leadership, social disclosure and social justice to benefit the client and the discipline.

*Revised Catalog Copy*

NURS 3715W. Nursing Leadership in the 21st Century

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; A grade of C or better in NURS 3234; open only to NURS majors.

Grading Basis: Graded

An in-depth analysis of the components that facilitate new nursing graduates to become innovative leaders in healthcare, within interprofessional groups, and in the community. Emphasis is on written and oral communication, leadership, social disclosure, and social justice, to benefit the client and the discipline.

*Discussion*

- CETL recommends adjusting the third learning objective verb to “utilize,” rather than “understand.”
- One member felt that the grading structure was confusing because there are two halves with multiple aspects in each half, but the components in each half lead to 100%.

**Motion to revise NURS 3715W (#13757/1824) was approved unanimously.**

3. Motion to revise (M. Hatfield, S. Stifano) URBN/HIST 3541/W The History of Urban America (#13444/1625) [Revise level]

*Current Catalog Copy*

URBN 3541. The History of Urban America

Also offered as: HIST 3541

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

URBN 3541W. The History of Urban America

Also offered as: HIST 3541W

3.00 credits

Prerequisites: ENGL 1010 or 1011 or 2011.

Grading Basis: Graded

The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

HIST 3541. The History of Urban America

Also offered as: URBN 3541

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

HIST 3541W. The History of Urban America

Also offered as: URBN 3541W

3.00 credits

Prerequisites: ENGL 1010 or 1011 or 2011.

Grading Basis: Graded

The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

*Revised Catalog Copy*

URBN 2541. The History of Urban America

Also offered as: HIST 2541

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

URBN 2541W. The History of Urban America

Also offered as: HIST 2541W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

HIST 2541. The History of Urban America

Also offered as: URBN 2541

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

HIST 2541W. The History of Urban America

Also offered as: URBN 2541W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city.

*Discussion*

- CETL recommends adjusting the course objectives to be student learning objectives, which describe what students will know, be able to do, or believe when they have completed the course with the use of measurable verbs to describe them.
- CETL would disagree that computers are necessarily a distraction in the classroom; many students prefer to take notes on a computer. CETL would discourage penalizing a student's grade for using a computer to take notes, requiring a CSD accommodation to use a computer, or asking a student to leave class because they use a computer.
- CETL would also disagree that arriving late to class should result in a grade reduction.
- The syllabus is missing a grade scale and university policies.
- The syllabus also references the Co-op.
- One member felt the course could be considered for other content areas, perhaps CA2 or CA4. How are those decided? The department need to request that the course be considered for Gen Ed content areas.
- One member gave some background on the initiative behind the course. They noted that we may actually see this course again soon for a Gen Ed request. E. Schultz asked if it would help if he made a note to the proposer regarding the Gen Ed content. Yes, that would be helpful.

**Motion to revise URBN/HIST 3541/W (#13444/1625) was approved unanimously.**

**V. Business Originating under the Sign of Libra**

A. New 1000- and 2000-level courses:

1. Motion to add (G. Stuart, I. Soteriou) ARIS 1170 Women's Writings in the Contemporary Arab World (#2854)

*Proposed Catalog Copy*

ARIS 1170. Women's Writing in the Contemporary Arab World

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Fiction and non-fiction by women writers from the Arab world. Texts include feminist texts, literary texts, and popular fiction, in addition to films based on literary writings and works from the visual arts. Taught in English.

*Discussion*

- CETL recommends adjusting the objectives, as they seem to be a mix of course objectives and student learning objectives. They should all be student learning objectives.
- The graded components equal 105%.
- For the grading scale, CETL recommends identifying what happens if a grade ends with a decimal; the scale currently only addresses whole number grades
- One member was curious why students in an ARIS class are required to write in French. In the policy section there is a statement about needing to learn to organize and express their opinions in French. It appears as though the proposer probably copied blocks of text from another syllabus.

**Motion to add ARIS 1170 (#2854) was approved unanimously.**

2. Motion to add (M. McKenzie, M. Hatfield) GERM 1295 Special Topics (#3014) [New generic shell]

*Proposed Catalog Copy*

GERM 1295. Special Topics

1.00 - 6.00 credits | May be repeated for credit with a change in topic.

Prerequisites: None

Grading Basis: Graded

With a change in content, this course may be repeated for credit.

*Discussion*

- A minor addition was made to the catalog copy with the permission of the department. Earlier the catalog copy limited repetition up to 12 credits. Now the course can just can be repeated “with a change in topic.”

**Motion to add GERM 1295 (#3014) was approved unanimously.**

3. Motion to add (J. Yakovich, S. Stifano) GSCI 2050W Communicating Earth and Environmental Science (#15470/1956) [Note: EL request was withdrawn]

*Proposed Catalog Copy*

GSCI 2050W. Communicating Earth and Environmental Science

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

An exploration of different aspects of Earth and environmental science involving human planetary impacts that hones the writing skills used for different modes of communication. Geoscience topics will involve climate change, natural hazards, natural resources, earth history, geo-education, and landscape interpretation. Modes of

communication will include some combination of field notes, oral presentations, interviews, videos, podcasts, websites, essays, opinions, reviews, and technical articles.

*Discussion*

- CETL recommends adjusting the course objectives to be student learning objectives.
- The syllabus is missing a grading scale and university policies.
- One member noted that the syllabus has a completely different description than the one in the CAR.
- One member noted that other departments repeatedly commandeer the discipline of “communication” in non-communication courses. He noted that we live in an age of academics that encourages interdisciplinary, and while this has value on some level, the challenge of “defending disciplinary ground” has become increasingly difficult. There was extensive discussion among members of “disciplinary-appropriation” in other areas as well, such as history and cultural competency. It was noted that this was a huge issue between the School of Business and the School of Fine Arts several years ago.
- One member felt that service learning might be a great addition to this course. E. Schultz will make the suggestion to the proposer and urge them to contact J. Yakovich.

**Motion to add GSCI 2050W (#15470/1956) was approved unanimously.**

B. Revised 1000- and 2000-level courses:

1. Motion to revise (M. Hatfield, G. Stuart) GERM 2400 The Environment in German Culture (#15590/1971) [Add EL – GEOC approved]

*Current Catalog Copy*

GERM 2400. The Environment in German Culture

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Ecological thinking in German culture from the Greeks (Plato) to the Greens (Amery).

The second half of the semester consists of student projects on current environmental policies in the European Union. CA 1.

*Revised Catalog Copy*

GERM 2400E. The Environment in German Culture

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded



Ecological thinking in German culture from the Greeks (Plato) to the Greens (Amery). The second half of the semester consists of student projects on current environmental policies in the European Union. CA 1.

*Discussion*

- The syllabus is missing a grading scale and university policies.
- One member noted that the name “Amery” may be misspelled if the catalog copy refers to Cleveland Amory.
- One member noted that the grading only adds to 80%. Another member noted that there are two mid-terms at 20% each, which likely accounts for the discrepancy. E. Schultz will communicate to the proposer that this might be confusing.
- The syllabus should note how regular, active participation is assessed.

**Motion to revise GERM 2400 (#15590/1971) was approved unanimously.**

2. Motion to revise (J. Yakovich, M. McKenzie) GSCI/GEOG 2310 National Parks Unearthed: Geology and Landscapes through Time (#16162/2104) [Revise title and description; add EL – GEOC approved]

*Current Catalog Copy*

GEOG 2310. National Parks Unearthed: Geology and Landscapes through Time

Also offered as: GSCI 2310

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Geologic processes that shape the Earth's landscapes and interior through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation.

GSCI 2310. National Parks Unearthed: Geology and Landscapes through Time

Also offered as: GEOG 2310

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Geologic processes that shape the Earth's landscapes and interior through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation.

*Revised Catalog Copy*

GEOG 2310E. Creating and Sustaining National Parks

Also offered as: GSCI 2310E

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Geologic processes that create the Earth's iconic landscapes through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards, Earth materials and resources, environmental conservation, and the interactions between human society and the natural world.

GSCI 2310E. Creating and Sustaining National Parks

Also offered as: GEOG 2310E

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Geologic processes that create the Earth's iconic landscapes through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards, Earth materials and resources, environmental conservation, and the interactions between human society and the natural world.

*Discussion*

- The syllabus should indicate how participation is assessed. There should be a rubric or other tool by which students are evaluated; providing this to the students will give them an understanding of the criteria by which they are measured. Participation should not be subjective but related to a learning objective.
- The use of technology should not be linked to the participation grade since the syllabus states that participation is based on activities, and students could foreseeably accomplish both. This is not ideal, but they could.
- One member noted that there is a national park in Hartford and suggested adding service learning to the course. E. Schultz will make the suggestion to the proposer and urge them to contact J. Yakovich.

**Motion to revise GSCI/GEOG 2310 (#16162/2104) was approved unanimously.**

C. Delete 1000- and 2000-level courses:

1. Motion to delete (J. Chandy, M. McKenzie) MARN 2060 Introduction to Coastal Meteorology (#2934) [Delete course]

*Discussion*

- M. Hatfield noted that this course is listed in the department's major. The typical process is to remove it from course requirements, but leave it on the advising report so that those who have taken it can still get credit.

**Motion to delete MARN 2060 (#2934) was approved unanimously.**

D. The General Education Oversight Committee recommends revision of the following existing 3000- or 4000-level courses within or into the Gen Ed curriculum:

1. Motion to revise (J. Yakovich, G. Stuart) ENGL 3715E Nature Writing Workshop (#16243/2115) [Revise description]

*Current Catalog Copy*

ENGL 3715E. Nature Workshop Writing

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher; instructor consent required.

Recommended preparation: ENGL 1701.

Grading Basis: Graded

For student writers of proven ability who desire training in techniques of nature writing. Emphasis on nonfiction or poetry.

*Revised Catalog Copy*

ENGL 3715E. Nature Writing Workshop

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher; Instructor consent required.

Recommended preparation: ENGL 1701.

Grading Basis: Graded

For student writers of proven ability who desire training in techniques of nature writing. May include poetry, fiction, nonfiction, drama, or hybrid genres.

*Discussion*

- CETL suggests adding learning objectives.
- The instructor should provide further detail on the participation grade so students better understand the standard by which they are being measured.
- CETL recommends softening the accessibility information to read “registered accommodation” rather than “registered disability.”
- The syllabus needs a grade scale.

**Motion to revise ENGL 3715E (#116243/2115) was approved unanimously.**

E. The General Education Oversight Committee approved the following courses for offering in intensive session format:

- There was extensive discussion over whether or not these courses were simply reported to the Senate or whether they required Senate approval. In the past, they have been reported to Summer and Winter Programs immediately after GEOC approval, but at the beginning of this semester, SEC determined that all Senate C&C business should be sent to the University Senate for approval, not as informational items.
  - K. McDermott noted that intensive session requests are different than normal CAR requests in that they do not require changes to the catalog copy, which is why they have typically been informational items only.
  - She also expressed concern that instructors had been lead to believe in a reminder at the beginning of the semester that if they got their intensive session requests in early, they would likely be approved in time for the Winter intensive session. Adding another layer of approval at the Senate level puts that timeline in jeopardy.
  - E. Schultz felt strongly that the requests should at least be reviewed and approved by the Senate C&C, since GEOC is a subcommittee of Senate C&C. He noted that he will consult with the SEC to see if we can make an exception to these requests needing Senate approval, though.
1. Motion to approve (J. Chandy, D. Ouimette) HIST 2210E History of the Ocean (CA1, EL)
    - The EL subcommittee found no issue with the EL content but was concerned about the truncation of the history content of this course. M. McKenzie felt that this was just overcompensation on the instructor's part to please EL and that the history component would be well-represented.
  2. Motion to approve (M. McKenzie, M. Hatfield) HIST 3554 Immigrants and the Shaping of U.S. History (CA1, CA4)
    - No discussion.

**Attendance (in bold): Eric Schultz (Chair), Kate Fuller, Manuela Wagner (Ex-Officio), Alana Adams, Mark Brand, John Chandy, Marc Hatfield, Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Irene Soteriou, Steve Stifano, Gina Stuart, Julia Yakovich, Terra Zuidema,**

Respectfully submitted by Karen C. P. McDermott

Adjourned 2:29pm