

University Senate Curricula and Courses Committee Minutes

Meeting Subtitles:

“How Eric Schultz Stole the University Senate: A Dramatic Reading” or “Get Over It”

December 14, 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 November 16, 2020 were approved by email vote.
- D. We will next convene in the electronic ether on January 25, 2021

II. Report of the Chair (E. Schultz)

- A. University Senate – The Senate met once in December. There have been multiple efforts to extend the deadline for Pass/Fail grading. A motion arising from student-led efforts to extend P/F grading, in consultation with Scholastic Standards (SSC), finally passed. A motion from Scholastic Standards to modify the Senate by-laws, rules, and regulations was not presented. This modification would have been to add a provision on syllabi: “Instructors teaching distance education course sections (e.g., those with no in-person component) shall establish that registered students are the same students who participate in, complete course activities and assessments, and receive credit for the course. Instructors teaching distance education course sections shall require that students securely access course content/assessments via a unique University-issued login to an approved online platform and employ a second authentication method approved by the University. Specification of these methods shall be described in the course syllabus, in a statement on authentication and verification.” The provision was withdrawn because this is a required policy matter for accreditation, so SEC felt that there was no need for the Senate to vote on it. Scholastic standards would nonetheless like something to be said about student authentication, and also something about the scheduling of assessments. They are working together on wording. The Board of Trustees will also put forth something about two-factor authentication since it is part of accreditation.
 - One member indicated authentication is also a federal mandate.
 - One member posted information from the eCampus website about authentication into the chat: <https://kb.ecampus.uconn.edu/2020/12/02/authentication-of-students/> .
 - One member noted that they have heard some pushback from faculty on this initiative as “more unpaid mandated labor.” Have we heard any response to this concern beyond “deal with it?” The response is that this is required for our

accreditation. Faculty will just have to get over it since there is no choice in the matter.

- B. Senate Executive – The group has met three times. The SEC referred the policy we approved on the de-designation of Gen Ed courses to Scholastic Standards. The chair of the SSC, Pam Bedore, responded on Dec. 7: ‘Dear Eric and Manuela, Thanks for asking the SSC for opinions on the procedures to de-designate gen eds. As per our (draft) minutes: The Senate C&C asked the SSC to review new procedures to de-designate general education courses. The SSC had the following suggestions:
- The attempts to reach out to department heads (by email, phone, in-person) could be referred to as “documented attempts.”
 - Some members felt that three attempts to reach out to department heads would be adequate, while others felt that five was appropriate.
 - The committee suggests a timeline for these attempts at communication should be specified. For example, “...three/five documented attempts over a period of three weeks.”
 - The de-designation of gen ed courses is unusual enough that it should probably not be part of the consent agenda.’

On Dec. 4, E. Schultz raised concern about syllabus and course material copyrights. Faculty in his department have related stories about finding their problem sets on Chegg and Course Hero, even after copyright was declared. Course Hero has told the University of California that they will be adding language indicating that information “may not be copied or reproduced.” Chegg took the materials down and the matter has been referred as academic misconduct, but if the material had not been copyrighted, what would have happened? The university will not get involved. E. Schultz has shared this information with Peter Diplock, and he agrees that more faculty awareness is needed. Please let E. Schultz know if you want to join in designing a communication to faculty about this.

III. Other Committee Reports

- A. UICC (M. Hatfield) – The UICC has met once regarding pop up courses. There is no resolution yet.
- B. Honors Board of Associate Directors (E. Schultz) – The group met last week and heard from Honors Guides for Peer Success (GPSs) who gave examples of enrichment activities for the University Honors Laureate (UHL) award, including the Leadership Experience and Academics in Action. Upcoming initiatives include a review of Honors Core courses and a summit on Honors conversions.

- C. Scholastic Standards (L. Schlesselman) – SSC is reviewing an option for a “No record/COVID/crisis” designation to replace the W. Students are very concerned that Ws are viewed unfavorably, so there is some desire to have a designation that indicates excessive hardship.
- D. GEOC (M. Wagner) – GEOC is proud to report that most of its dockets are clear. The Course Alignment project is also going really well. For the first time in recent memory, all departments have submitted their materials before the end of the fall semester. GEOC also received nine proposals for the Provost’s Gen Ed Grant Competition. Would anyone like to volunteer to be on the selection committee that will meet in January?
- L. Schlesselman volunteered.
 - E. Schultz also agreed to be an ad hoc reviewer.
- E. Δ2GE Working Group (M. Wagner) – Delta2GE conducted focus groups with faculty and with students last week on Justice, Equity, Diversity, and Inclusion (JEDI). They are hoping to share their latest proposal with everyone soon.

IV. New Business:

A. New 1000- and 2000-level courses:

1. Motion to add (G. Stuart, J. Yakovich) AFRA/SOCI 2461 Race, Gender and US Health Care (#3295) [New Course: CA2, CA4 – GEOC Approved]

Proposed Catalog Copy

AFRA 2461. Race, Gender, and U.S. Healthcare

Also offered as: SOCI 2461

3.00 credits

Prerequisites: None. Recommended Preparation: SOCI 1001

Grading Basis: Graded

Factors of race and gender at work in U.S health care. Focus on African Americans and Black immigrants as care recipients and care providers in health care institutions. CA 2. CA 4.

SOCI 2461. Race, Gender, and U.S. Healthcare

Also offered as: AFRA 2461

3.00 credits

Prerequisites: None. Recommended Preparation: SOCI 1001

Grading Basis: Graded

Factors of race and gender at work in U.S health care. Focus on African Americans and Black immigrants as care recipients and care providers in health care institutions. CA 2. CA 4.

Discussion

- Consider adjusting the objectives to be student learning objectives (what they will be able to know, do, or believe at the end of course), rather than course objectives; using student learning objectives helps students to focus their learning.
- Consider sharing a rubric with students to show them how participation is graded to give them a better understanding of how to meet expectations.
- J. Yakovich would like to talk with the proposer about service learning opportunities.

Motion to add AFRA/SOCI 2461 (#3295) was approved unanimously.

2. Motion to add (I. Soteriou, M. Hatfield) HRTS 2100W Human Rights and Social Change (#2715) [New Course: CA2, CA4-INT, W – GEOC Approved]

Proposed Catalog Copy

HRTS 2100. Human Rights and Social Change.

3.00 credits.

Prerequisites: None

Grading Basis: Graded

Interdisciplinary exploration of the dynamic intersection between human rights and struggles for social change in a variety of contexts. Emphasis on how history, theory, and practice influence the power dynamics that promote or undermine human rights through social change. CA 2. CA 4-INT.

HRTS 2100W. Human Rights and Social Change.

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Interdisciplinary exploration of the dynamic intersection between human rights and struggles for social change in a variety of contexts. Emphasis on how history, theory, and practice influence the power dynamics that promote or undermine human rights through social change. CA 2. CA 4-INT.

Discussion

- Consider adjusting the objectives to be student learning objectives (what they will be able to know, do, or believe at the end of course), rather than course objectives; using student learning objectives helps students to focus their learning.
- Consider sharing a rubric with students to show them how participation is graded to give them a better understanding of how to meet expectations.
- J. Yakovich would like to talk with the proposer about service learning opportunities.

Motion to add HRTS 2100W (#2715) was approved unanimously.

B. Revised 1000- and 2000-level courses:

1. Motion to revise (M. Hatfield, D. Ouimette) ASLN 2600 Process of Interpreting: American Sign Language and English (#3714) [Revise prereqs]

Current Catalog Copy

ASLN 2600. Process of Interpreting: American Sign Language and English

3.00 credits

Prerequisites: ASLN 1102 or higher or consent of the instructor.

Grading Basis: Graded

Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting dual-task training, and cloze skills.

Revised Catalog Copy

ASLN 2600. Process of Interpreting: American Sign Language and English

3.00 credits

Prerequisites: ASLN 1104 or higher or consent of the instructor.

Grading Basis: Graded

Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting dual-task training, and cloze skills.

Discussion

- Consider adjusting the learning objectives to include measurable verbs.
- The course change is not going into effect until 2023. There was a question about whether we should wait to approve. M. Hatfield noted that it is not a problem for the Office of the Registrar to future-date changes like this.
- J. Yakovich would like to talk to this proposer about service learning opportunities.
- There was a question about what “or higher” refers to here. ASLN 1104 is highest lever entry level language course in this subject area. There was enough confusion among members that it was thought the course should be tabled until the department could be consulted.

M. Hatfield motioned to table ASLN 2600 (#3714) pending clarification of the prereqs. A. Adams seconded. The motion to table was approved unanimously.

2. ASLN 2700 Interpreting in Educational and Other Settings (#3734) [Revise prereqs]
3. ASLN 2800 Consecutive Interpreting (#3716) [Revise prereqs]

Note: ASLN 2700 and 2800 were not considered since they have the same prereq change as ASLN 2600. They will be on hold until clarification can be obtained from the department.

4. Motion to revise (J. Chandy, S. Stifano) CSE 2301 Principles and Practice of Digital Logic Design (#3494) [Revise Prereqs]

Current Catalog Copy

CSE 2301. Principles and Practice of Digital Logic Design

4.00 credits

Prerequisites: CSE 1010 and high school physics or PHYS 1010Q or 1201Q or 1401Q or 1501Q or 1601Q.

Grading Basis: Graded

Representation of digital information. Analysis, design, and evaluation of combinational and sequential logic circuits. Debugging techniques. Use of computer facilities for circuit simulation, CAD, and report preparation and presentation. Introduction to structure and operation of digital computers. Design projects. Written reports with revisions are required for each project.

Revised Catalog Copy

CSE 2301. Principles and Practice of Digital Logic Design

4.00 credits

Prerequisites: CSE 1010 and high school physics or PHYS 1010Q or 1201Q or 1401Q or 1501Q or 1601Q. Not open for credit to students who have passed CSE 2300W.

Grading Basis: Graded

Representation of digital information. Analysis, design, and evaluation of combinational and sequential logic circuits. Debugging techniques. Use of computer facilities for circuit simulation, CAD, and report preparation and presentation. Introduction to structure and operation of digital computers. Design projects. Written reports with revisions are required for each project.

Discussion

- Consider adding student learning objectives (what they will be able to know, do, or believe at the end of course); using student learning objectives helps students to focus their learning.
- There was a question about students who enroll in 2300W later. M. Hatfield indicated that the restriction would work both ways; ultimately, students cannot take both courses. J. Chandy noted that the department will no longer offer 2300W, so students will not be able to take it in any case.

Motion to revise CSE 2301 (#3494) was approved unanimously.

5. Motion to revise (J. Yakovich, M. McKenzie) GEOG 2300 Introduction to Physical Geography (#3176) [Add EL, revise description – GEOC Approved]

Current Catalog Copy

GEOG 2300. Introduction to Physical Geography

3.00 credits

Prerequisites: Cannot be taken for credits after passing GEOG 4300.

Grading Basis: Graded

The physical elements and processes of the lithosphere, hydrosphere and atmosphere are considered in relation to one another and to the distribution of the world's environments. Emphasis on the basic concepts and theories of physical geography. CA 3.

Revised Catalog Copy

GEOG 2300E. Introduction to Physical Geography

3.00 credits

Prerequisites: Cannot be taken for credits after passing GEOG 4300.

Grading Basis: Graded

The physical elements and processes of the lithosphere, hydrosphere, atmosphere, and biosphere in relation to one another and to the distribution of the world's environments. Emphasis on the basic concepts and theories of physical geography and relationships between humans and the physical environment they interact with every day. CA 3.

Discussion

- Consider adding student learning objectives (what they will be able to know, do, or believe at the end of course); using student learning objectives helps students to focus their learning.
- Consider sharing a rubric with students to show them how participation is graded to give them a better understanding of how to meet your expectations.
- Consider adding university policies pertaining to teaching and learning such as those shown on the Provost's site: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>.
- Consider expanding the grading scale to indicate how grades that are not whole numbers will be determined.

Motion to revise GEOG 2300 (#3176) was approved unanimously.

- In semi-related news, it was noted that Geosciences wants to change their name to include the word "Environmental." There is some concern about the department doing this.

6. Motion to revise (D. Ouimette, G. Stuart) HIST 1600W Intro to Latin America and the Caribbean (#12724/1509) [Adding W version of HIST cross-list]

Current Catalog Copy

LLAS 1190. Introduction to Latin America and the Caribbean

Also offered as: HIST 1600

3.00 credits.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

HIST 1600. Introduction to Latin America and the Caribbean

Also offered as: LLAS 1190

3.00 credits.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

LLAS 1190W. Introduction to Latin America and the Caribbean

3.00 credits.

Prerequisite: ENGL 1010 or 1011 or 2011.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

Revised Catalog Copy

LLAS 1190. Introduction to Latin America and the Caribbean

Also offered as: HIST 1600

3.00 credits.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

HIST 1600. Introduction to Latin America and the Caribbean

Also offered as: LLAS 1190

3.00 credits.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

LLAS 1190W. Introduction to Latin America and the Caribbean

Also offered as: HIST 1600W

3.00 credits.

Prerequisite: ENGL 1007 or 1010 or 1011 or 2011.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

HIST 1600W. Introduction to Latin America and the Caribbean

Also offered as LLAS: 1190W

3.00 credits.

Prerequisite: ENGL 1007 or 1010 or 1011 or 2011.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

Discussion

- Consider adjusting the objectives to be student learning objectives (what they will be able to know, do, or believe at the end of course), rather than course objectives; using student learning objectives helps students to focus their learning.
- Consider sharing a rubric with students to show them how participation is graded to give them a better understanding of how to meet your expectations.
- Consider expanding the grading scale to indicate how grades that are not whole numbers will be determined.

Motion to revise HIST 1600W (#12724/1509) was approved unanimously.

7. Motion to revise (K. Fuller, M. McKenzie) WGSS/HRTS 2263 Women, Gender, and Violence (#4238) [Revise Prereqs]

Current Catalog Copy

WGSS 2263. Women, Gender, and Violence

Also offered as: HRTS 2263

3.00 credits

Prerequisites: Open to sophomores and higher. Recommended preparation: Any 1000-level WGSS course. Grading Basis: Graded

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.

HRTS 2263. Women, Gender, and Violence

Also offered as: WGSS 2263

3.00 credits

Prerequisites: Open to sophomores and higher. Recommended preparation: Any 1000-level WGSS course. Grading Basis: Graded

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.

Revised Catalog Copy

WGSS 2263. Women, Gender, and Violence

Also offered as: HRTS 2263

3.00 credits

Prerequisites: Open to sophomores and higher. Recommended preparation: Any 1000- or 2000-level WGSS course.

Grading Basis: Graded

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.

HRTS 2263. Women, Gender, and Violence

Also offered as: WGSS 2263

3.00 credits

Prerequisites: Open to sophomores and higher. Recommended preparation: Any 1000-level or higher WGSS course.

Grading Basis: Graded

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.

Discussion

- Consider sharing a rubric with students to show them how participation and professionalism are graded to give them a better understanding of how to meet expectations.
- One member felt the recommended preparation was overly restrictive. Wouldn't any WGSS course work? There are some 3000-level WGSS courses without prereqs. E. Schultz will suggest to the proposer: "Any WGSS course" or "Any 1000-level or higher WGSS course."

Motion to revise WGSS/HRTS 2263 (#4238) was approved unanimously.

C. The General Education Oversight Committee recommends addition of the following 3000- or 4000-level courses into the Gen Ed curriculum:

1. Motion to add (M. McKenzie, M. Hatfield) ARTH/HIST/ARIS 3710 Islamic Art (#14495/1788) [New course: CA1, CA4-Int, W]

Proposed Catalog Copy

ARTH 3710. Islamic Art History

Also offered as ARIS 3710 and HIST 3710

3.00 credits.

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

ARTH 3710W. Islamic Art History

Also offered as ARIS 3710W and HIST 3710W

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

ARIS 3710. Islamic Art History

Also offered as ARTH 3710 and HIST 3710

3.00 credits.

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

ARIS 3710W. Islamic Art History

Also offered as ARTH 3710W and HIST 3710W

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

HIST 3710. Islamic Art History

Also offered as ARIS 3710 and ARTH 3710

3.00 credits.

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

HIST 3710W. Islamic Art History

Also offered as ARIS 3710W and ARTH 3710W

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

Discussion

- Consider adjusting the objectives to be student learning objectives (what they will be able to know, do, or believe at the end of course), rather than course objectives; using student learning objectives helps students to focus their learning.
- Consider sharing a rubric with students to show them how participation is graded to give them a better understanding of how to meet expectations.

Motion to add ARTH/HIST/ARIS 3710(#14495/1788) 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 (I. Soteriou, M. McKenzie) AAAS/HIST 3531 Japanese Americans and World War II (#15273/1937) [Cross list with AMST]

Current Catalog Copy

AAAS 3531. Japanese Americans and World War II

Also offered as: HIST 3531

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

HIST 3531. Japanese Americans and World War II

Also offered as: AAAS 3531

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

Revised Catalog Copy

AAAS 3531. Japanese Americans and World War II

Also offered as: HIST 3531 and AMST 3531

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

HIST 3531. Japanese Americans and World War II

Also offered as: AAAS 3531 and AMST 3531

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

AMST 3531. Japanese Americans and World War II

Also offered as: AAAS 3531 and HIST 3531

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

Discussion

- Consider sharing a rubric with students to show them how participation is graded to give them a better understanding of how to meet your expectations.
- Consider adding university policies pertaining to teaching and learning such as those shown on the Provost's site: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>.

Motion to revise AAAS/HIST 3531(#15273/1937) was approved unanimously.

2. Motion to revise (G. Stuart, G. Michna) ARTH/AMST 3570 History and Theory of Digital Art (#14432/1767) [Revise description, cross-list with DMD, add CA1 & CA4]

Current Catalog Copy

ARTH 3570. History and Theory of Digital Art

Also offered as: AMST 3570

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Examines the aesthetics and cultural impact of digital art in various modes including performance, online, and object production.

AMST 3570. History and Theory of Digital Art

Also offered as: ARTH 3570

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Examines the aesthetics and cultural impact of digital art in various modes including performance, online, and object production.

Revised Catalog Copy

ARTH 3570. History and Theory of Digital Art

Also offered as: AMST 3570 and DMD 3570

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to sophomores or higher.

Grading Basis: Graded

Investigates forms of digital and Internet art and the mostly forgotten histories of the technologies behind them. Forms and themes to be explored include games/gaming, surveillance art, cyberfeminism, data visualization, and crowdsourced art. CA 1. CA 4.

AMST 3570. History and Theory of Digital Art

Also offered as: ARTH 3570 and DMD 3570

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to sophomores or higher.

Grading Basis: Graded

Investigates forms of digital and Internet art and the mostly forgotten histories of the technologies behind them. Forms and themes to be explored include games/gaming, surveillance art, cyberfeminism, data visualization, and crowdsourced art. CA 1. CA 4.

DMD 3570. History and Theory of Digital Art

Also offered as: AMST 3570 and ARTH 3570

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to sophomores or higher.

Grading Basis: Graded

Investigates forms of digital and Internet art and the mostly forgotten histories of the technologies behind them. Forms and themes to be explored include games/gaming, surveillance art, cyberfeminism, data visualization, and crowdsourced art. CA 1. CA 4.

Discussion

- Consider sharing a rubric with students to show them how participation is graded to give them a better understanding of how to meet expectations.
- There was a question about why the courses have W prereqs while they do not appear to have W versions.

M. McKenzie motioned to table ARTH/AMST 3570 (#14432/1767) pending clarification of the prereqs. B. Keilty seconded. The motion to table was approved unanimously.

3. Motion to revise (B. Keilty, M. Brand) MATH 2710/W Transition to Advanced Mathematics (#3119) [Revise description]

Current Catalog Copy

MATH 2710. Transition to Advanced Mathematics

3.00 credits

Prerequisites: MATH 1132 or 1152. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, 3370 or 224.

Grading Basis: Graded

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester.

MATH 2710W. Transition to Advanced Mathematics

3.00 credits

Prerequisites: MATH 1132 or 1152; ENGL 1007 or 1010 or 1011 or 2011. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, 3370 or 224.

Grading Basis: Graded

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester.

Revised Catalog Copy

MATH 2710. Transition to Advanced Mathematics

3.00 credits Prerequisites: MATH 1132 or 1152. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, or 3370.

Grading Basis: Graded

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, and functions. Concepts from abstract algebra and analysis. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester. Students wishing to use MATH 2710 or 2710W as a prerequisite for later MATH courses need to earn a C (2.0) or better.

MATH 2710W. Transition to Advanced Mathematics

3.00 credits

Prerequisites: MATH 1132 or 1152; ENGL 1007 or 1010 or 1011 or 2011. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, or 3370.

Grading Basis: Graded

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, and functions. Concepts from abstract algebra and analysis. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester. Students wishing to use MATH 2710 or 2710W as a prerequisite for later MATH courses need to earn a C (2.0) or better.

Discussion

- Consider adding student learning objectives (what they will be able to know, do, or believe at the end of course); using student learning objectives helps students to focus their learning.

- Consider adding university policies pertaining to teaching and learning such as those shown on the Provost's site: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>.
- The syllabus needs a grading scale.
- There was discussion of the meaning of the pre-req. Is this needed since all the courses already mention needing a C or better in their pre-reqs? Any future course would also want a C or better. It appears as though the department is being pre-emptive. It is "unusual" to do this, though.
- Members decided that the department largely just wanted to warn/encourage students to do well in this class.

Motion to revise MATH 2710/W (#3119) was approved unanimously.

4. Motion to revise (M. Brand, M. Hatfield) NRE 3245 Environmental Law [EL] (#3019) [Add EL, revise description]

Current Catalog Copy

NRE 3245. Environmental Law

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

An overview of environmental law including the common law principles of nuisance, negligence, and trespass. Students will become acquainted with legal research techniques; emphasis will be on federal, state, and municipal programs addressing clear air, clean water, hazardous waste, inland wetlands, coastal zone management, and prime agricultural farm land and aquifer protection.

Revised Catalog Copy

NRE 3245E. Environmental Law

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

An overview of environmental law, appropriate for diverse majors in which understanding how the United States of America attempts to protect and manage its environment through rules, regulation, and statute is beneficial to the course of study. The course will also serve well those considering law school. The course requires no pre-existing legal knowledge and early topics in the course are aimed at understanding legal frameworks and vocabulary. Emphasis will be on federal, state, and municipal programs addressing clean air, clean water, hazardous waste, public lands, inland wetlands, coastal zone management, forests, fisheries and wildlife including endangered species, and soil and aquifer protection.

Discussion

- Consider sharing a rubric with students to show them how online discussions are graded to give them a better understanding of how to meet expectations.
- Consider expanding the grading scale to indicate how grades that are not whole numbers will be determined.
- J. Yakovich would like to talk with the proposer about service learning opportunities.

Motion to revise NRE 3245(#3019) was approved unanimously.

5. Motion to revise (I. Soterious, L. Schlesselman) SOCI 3311W Deviant Behavior [W] (#2894) [Revise level and prereqs]

Current Catalog Copy

SOCI 3311. Deviant Behavior

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Behaviors labeled by society as deviant, such as crime, prostitution, suicide, alcoholism, drug abuse, and mental illness.

SOCI 3311W. Deviant Behavior

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open only to juniors or higher.

Grading Basis: Graded

Behaviors labeled by society as deviant, such as crime, prostitution, suicide, alcoholism, drug abuse, and mental illness.

Revised Catalog Copy

SOCI 2305. Deviant Behavior

3.00 credits

Prerequisites: None

Grading Basis: Graded

How society defines a behavior as deviant, how and why members of society react to those who act this way, why people engage in deviant behavior, their experiences when labeled as deviants, and how they manage the stigma. May consider extreme body modification, drug abuse, mental illness, prostitution, suicide, and unconventional beliefs within the above context.

SOCI 2305W. Deviant Behavior

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

How society defines a behavior as deviant, how and why members of society react to those who act this way, why people engage in deviant behavior, their experiences when labeled as deviants, and how they manage the stigma. May consider extreme body modification, drug abuse, mental illness, prostitution, suicide, and unconventional beliefs within the above context.

Discussion

- Consider adding student learning objectives (what they will be able to know, do, or believe at the end of course); using student learning objectives helps students to focus their learning.
- Consider adding university policies pertaining to teaching and learning such as those shown on the Provost's site: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>.

Motion to revise SOCI 3311W (#2894) was approved unanimously.

E. The General Education Oversight Committee recommends deletion of the following 3000- or 4000-level courses from the Gen Ed curriculum:

1. Motion to delete (G. Stuart, L. Schlesselman) HDFFS 3311W Parenthood and Parenting [CA2, W] (#3479) [Dropping the W version, keeping the non-W]

Discussion

- No discussion.

Motion to delete HDFFS 3311W (#3479) was approved unanimously.

2. Motion to delete (S. Stifano, M. Hatfield) HDFFS 3540W Child Welfare, Law and Social Policy [CA2, W] (#3480) [Dropping the W version, keeping the non-W]

Discussion

- No discussion.

Motion to delete HDFFS 3540W (#3480) was approved unanimously.

3. Motion to delete (M. Hatfield, A. Adams) HDFFS/SOCI 3240W Aging in American Society [CA2, W] (#3481) [Dropping the HDFFS W version, keeping the non-W and SOCI W versions]

Discussion

- There was a lot of confusion about this proposal. This form can only be used to drop the HDFFS W version of the course. It cannot uncross-list the course from SOCI, which is indicated on the form as the department's ultimate intention.
- One member was still not in favor of moving forward with this action. They thought it would be confusing for students.

- Another member concurred, saying that we need to set a precedent: come with your ducks in a row.

Motion to delete HDFS/SOCI 3240W (#3481) was defeated by a vote of two ayes, eight nays, and no abstentions.

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

1. Motion to offer (D. Ouimette, G. Stuart) ARTH/AMST/DMD 3570 History and Theory of Digital Art (CA1, CA4)

Discussion

- No discussion.

Motion to offer ARTH/AMST/DMD 3570 in intensive session was approved unanimously.

G. Other Business

1. Proposal to add a non-voting member to GEOC representing the social justice and diversity institutes

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

Respectfully submitted by Karen C. P. McDermott

Adjourned 2:37pm