

## University Senate Curricula and Courses Committee Minutes

### Meeting Subtitles:

“The Committee Rejects State’s Rights” or “Ben is Not Molified” or “Ben is Now Molified”  
or “All Senate C&C Business Will Now Be Conducted in Chinese”

April 19, 2021 from 3:00pm-4:30pm

Meeting in Webex

### I. Opening Business

- A. Welcome: Meeting convened at 3:06pm
  - Suzanne Wilson was introduced as the incoming Senate C&C Chair. S. Wilson gave a brief background about herself.
- B. Regrets: A. Adams (all semester)
- C. Minutes of March 22, 2021 were eApproved.
- D. We will next convene in the electronic ether in Fall 2021

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

- A. University Senate – The group met in early April, and the Senate passed our motion to add an ex-officio seat to GEOC from the social justice Institutes. SSC will present a change to the By-Laws regarding “Reading Days” that would prohibit faculty from making students turn in any assignments. There are also some wording edits to the rules and regs regarding ECE – mostly name changes – but also restrictions on when ECE students can withdraw. The nominating committee presented its rosters for Senate committees for next year.
- B. Senate Executive – Nothing to report.

### III. Other Committee Reports

- A. UICC (M. Hatfield) – The committee has not met.
- B. Honors Board of Associate Directors (E. Schultz) – The committee will meet on April 21.
- C. Scholastic Standards (L. Schlesselman) – The committee is looking at academic integrity issues. In particular, are students failing a course because they actually failed or because they never showed up? The answer to this is relevant to their Financial Aid. On a related noted, how do we handle this at a university that cannot grade on attendance?
  - One member noted that the Registrar has an “N” option on the grading scale, but faculty rarely use it. There needs to be awareness of the “N” option.
- D. GEOC (M. Wagner) – GEOC members had a long email exchange on an intensive session course that was put to eVote. GEOC will talk about some of these issues (e.g. enrollment caps, etc) in its last meeting of the year. GEOC is also looking at the process on how courses are evaluated, specifically with regard to making sure proposers are contacted before a course is denied.
  - E. Schultz noted that having a document that records policies – as GEOC has – is a good thing.

- E. Δ2GE Working Group (M. Wagner) – M. Wagner noted that they are getting good feedback. The University Senate will vote on the proposal in the Fall.

#### IV. Pre-Spring Break Business

A. Revise 1000- and 2000-level courses:

1. Motion to untable (G. Stuart, D. Ouimette) GEOG 2505 Applications of Geographic Information Systems (#6016) [Revise # of credits]

*Note: This course was tabled pending clarification of how the pedagogy will account for the reduced credit.*

*Current Catalog Copy*

GEOG 2505. Applications of Geographic Information Systems

4.00 credits

Prerequisites: GEOG 2500.

Grading Basis: Graded

Applications of geographic information systems. Particular attention to land use planning and resource management

*Revised Catalog Copy*

GEOG 2505. Applications of Geographic Information Systems

3.00 credits

Prerequisites: GEOG 2500.

Grading Basis: Graded

Applications of geographic information systems. Particular attention to land use planning and resource management

*Discussion*

- Syllabus feedback:
  - Consider adding student learning objectives (what they will be able to do at the end of the course); student learning objectives provide students with the means to measure their own progress
  - Please include the policies recommended by the university in the syllabus: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>
- The proposer responded to the Senate C&C's inquiry by noting that the second 2-hour lab in the course was unnecessary, so it was being removed. The proposer also gave some additional information about how the course would be adjusted.
- One member was not satisfied with the explanation. The member noted that it did not seem like a reduction in workload. The second 2-hour lab period seemed to be removed in favor of more homework, and the syllabus added three new topics.

- One member noted that homework time is generally not included in the calculation of credit hours. UConn's guidelines on this are discretionary. Credit hours are usually based on class and lab time, so the reduction in lab time would count toward the reduction of credit hours.
- One member posted the credit-hour policy in the chat: <https://policy.uconn.edu/2012/08/22/credit-hour/>
- One member agreed that this practice might bear review, but they also noted that this seems like a question of how hard the course is. They noted that there should be more specific guidance on when and how to change the credit hours of a course.
- It was noted that this seems to be a matter of "state's rights," but that is a question for the future.
- Another member agreed that they were not satisfied with the proposer's response.
- One member made the point that asynchronous courses have zero contact hours, but no one is suggesting they should be zero credits. Calculating credit hours by class and lab time, then, does not appear to be appropriate.
- One member was concerned that we are getting into the mechanics of course delivery, and they were concerned about thrusting this committee into the day-to-day mechanics of course delivery.
- Another member was also reluctant to judge how the instructor is delivering the course. They suggested that we would have approved this course without question if it was a new course.
- One member suggested that a comparison of similar courses would have been a better way to justify the change.
- There was concern that we are asking too much of the proposer. It is a question of equity.
- E. Schultz noted that the committee could retable the course and ask the proposer to come to our last meeting to discuss the course. Members did not seem inclined to pursue this option.

**M. McKenzie called the question. B. Keilty seconded.**

**The motion to revise GEOG 2505 (#6016) was declined by a vote of 3 Ayes, 6 Nays, and 1 abstention.**

2. Motion to revise (B. Keilty, M. Hatfield) ECON 3431/W Public Finance (#5114) [Revise title and description]

*Note: This course was tabled pending clarification of just how different the two versions of the course are from each other.*

*Current Catalog Copy*

ECON 3431. Public Finance

3.00 credits

Prerequisites: ECON 2201 or 2211Q.

Recommended preparation: ECON 1200 or 1202; MATH 1071 or 1110 or 1121 or 1131 or 1151.

Grading Basis: Graded

Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform.

ECON 3431W. Public Finance

3.00 credits

Prerequisites: ECON 2201 or 2211Q; ENGL 1007 or 1010 or 1011 or 2011.

Recommended preparation ECON 1200 or 1202; MATH 1071, 1110, 1121, 1131 or 1151.

Grading Basis: Graded

Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform.

*Revised Catalog Copy*

ECON 3431. Public Economics

3.00 credits

Prerequisites: ECON 2201 or 2211Q.

Recommended preparation: ECON 1200 or 1202.

Grading Basis: Graded

The role of the government in the economy. Topics may include: government policies relating to environmental protection, healthcare, social security, and education; public choice theory; fiscal policy, finance, and taxation.

ECON 3431W. Public Economics

3.00 credits

Prerequisites: ECON 2201 or 2211Q; ENGL 1007 or 1010 or 1011 or 2011.

Recommended preparation: ECON 1200 or 1202.

Grading Basis: Graded

The role of the government in the economy. Topics may include: government policies relating to environmental protection, healthcare, social security, and education; public choice theory; fiscal policy, finance, and taxation.

*Discussion*

- The proposer responded to the committee's request by noting that the course is not changing. The proposal is simply trying to update outdated terminology in the title.
- Members generally agreed that the proposer's explanation was acceptable.
- Syllabus feedback:

- Given that the HuskyCT site does not open until the first day of classes but students are expected to have the books before the first day, please consider opening the site early, emailing the students with the required textbook, or adjusting when books are required
- Consider adjusting grading scale to address how grades other than whole numbers are handled

**Motion to revise ECON 3431/W (#5114) was approved unanimously.**

## **V. Post-Spring Break Business**

### **A. New 1000- and 2000-level courses:**

1. Motion to add (D. Ouimette, J. Yakovich) CLCS 2010 Media Literacy and Data Ethics (#6015) [Approved for CA4-Int by GEOC; declined for CA1]

#### *Proposed Catalog Copy*

CLCS 2010. Media Literacy and Data Ethics

3.0 credits

Prerequisites: None

Grading Basis: Graded

An introduction to information literacy on the basis of media studies, research methods in the humanities, and media and data ethics. The course will address three or more interconnected areas that are pivotal to gathering, analyzing and disseminating information in today's research and data landscapes, including, but not exclusive to, the study of media as a cultural product, structures of data, and aspects of ethics. CA 4-INT.

#### *Discussion*

- Syllabus feedback:
  - Please include the weighting for graded components of course.
  - Please elaborate on how participation with online exchanges will be graded, possibly providing a rubric.
  - Please provide students with a grading scale.
  - Please include the policies recommended by the university in the syllabus: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>
- One member noted that they were a little concerned that there was no conversation with the proposer about the course being declined for CA1. They wondered if there was a precedent for returning the course to GEOC. Yes, Senate C&C has sent courses back before.
- One member expressed concern that sending the course back would prevent the department from offering it in the Fall.
- The proposer is on sabbatical in the Fall, so the course will not be offered until Spring 2021. In either case, an approval of CA1 would be retroactive.

**B Keilty motioned to return CLCS 2010 (#6015) to GEOC. M. McKenzie seconded. The motion to return the course to GEOC for communication with the proposer was approved unanimously.**

1. Revise 1000- and 2000-level courses:
2. Motion to revise (M. McKenzie, M. Hatfield) CHEM 1124Q Fundamentals of General Chemistry I (#4994) [Revise prereqs]

*Current Catalog Copy*

CHEM 1124Q. Fundamentals of General Chemistry I

4.00 credits

Prerequisites: Not open to students who have passed CHEM 1127Q, 1137Q, or 1147Q.

Students who have passed CHEM 1122 will receive 2 units for CHEM 1124.

Recommended preparation: MATH 1011 or equivalent.

Grading Basis: Graded

The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding. CA 3-LAB.

*Revised Catalog Copy*

CHEM 1124Q. Fundamentals of General Chemistry I

4.00 credits

Prerequisites: Not open to students who have passed CHEM 1127, 1137, or 1147.

Students who have passed CHEM 1122 will receive only 2 credits, but 4 credits will be used for calculating the GPA. Recommended Preparation: MATH 1011 or equivalent.

Grading Basis: Graded

The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory, and covalent bonding. CA 3-LAB.

*Discussion*

- Syllabus feedback:
  - Consider adding student learning objectives (what they will be able to do at the end of the course); student learning objectives provide students with the means to measure their own progress
  - Consider adjusting grading scale to avoid overlapping numbers (i.e. is an 82 a B or a B-); consider ending scales are .9 or starting at .1

- Is it true that “reconsideration of grades after they are issued is not permitted by University Registrar policy”? Faculty are able to submit grade changes, so one member was not sure about this.
- There was discussion of a disconnect between what the proposer was saying about the credit restriction.
- The proposer is not making any real change except to add the piece about the number of credits used to calculate the GPA. M. Hatfield indicated this policy was just passed.
- There was consensus that since this policy was in the books, we would not object.

**Motion to revise CHEM 1124Q (#4994) was approved with one abstention.**

3. Motion to revise (M. Hatfield, J. Chandy) CHIN 1111 Elementary Chinese I (#5537)  
[Revise prereqs]

*Current Catalog Copy*

CHIN 1111. Elementary Chinese I

4.00 credits

Prerequisites: Not open to students who have had three or more years of Chinese in high school. Cannot be taken for credit after passing CHIN 1101, 1102, 1103, 1104, 1112, 1113, 1114.

Grading Basis: Graded

Development of ability to communicate in Chinese, orally and in writing.

*Revised Catalog Copy*

CHIN 1111. Elementary Chinese I

4.00 credits

Prerequisites: Not open to students who have had three or more years of Chinese in high school. Students with prior knowledge of Chinese should contact the instructor or the program coordinator prior to registration. Cannot be taken for credit after passing CHIN 1101, 1112, 1113, or 1114.

Grading Basis: Graded

Development of ability to communicate in Chinese, orally and in writing.

*Discussion*

- Syllabus feedback:
  - Consider adjusting grading scale to address how non-whole numbers are handled

- Please include the remaining policies recommended by the university in the syllabus: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>
- Please provide students with a calendar of class activities, including when assessments are due
- There was discussion of whether the language does what the department wants it to do; it is not a restriction per se. It was noted that the department hopes it will have the desired effect without being so strong as to lock out students who really do need the course.
- Members thought the language was a good faith effort to manage access to the class, if not a perfect solution.

**Motion to revise CHIN 1111 (#5537) was approved unanimously.**

1. Motion to revise (B. Keilty, M. Hatfield) DRAM 2130 History of Drama I (#3717)  
[Approved by GEOC to revise title, prereqs, and description]

*Current Catalog Copy*

DRAM 2130. History of Drama I

3.00 credits

Prerequisites: Not open for credit to students who have passed DRAM 2132. May not be taken out of sequence after passing 4711.

Grading Basis: Graded

Dramatic literature and theatre history from Classical Greece through the Spanish Golden Age, including an examination of non-western theatre traditions, especially Japanese.

*Revised Catalog Copy*

DRAM 2130. Histories of Drama and Performance I.

3.00 credits.

Prerequisites: Open to Dramatic Arts majors only. May not be taken out of sequence after passing DRAM 4711W.

Grading Basis: Graded

Dramatic literature and performance histories from various cultural traditions from the 5th century BCE through the 17th century.

*Discussion*

- Syllabus feedback:
  - Given that HuskyCT sites do not open to students until the first day of classes, please consider adjusting the requirement for course materials on the first day,



send the syllabus to students in advance, or open the HuskyCT site earlier and notify students that it is open.

- Consider adjusting grading scale to address how non-whole numbers are handled
- The syllabus mentions students being in different time zones. Will this be an online course? If so, please provide information in the syllabus on how students will be authenticated.
- M. Hatfield had concerns about removing the credit restriction for DRAM 4711. He will suggest to the department that they keep it in.

**Motion to revise DRAM 2130 (#3717) was approved unanimously.**

4. Motion to revise (B. Keilty, G. Stuart) DRAM 2131 History of Drama II (#3775) [Approved by GEOC to revise title, prereqs, and description]

*Current Catalog Copy*

DRAM 2131. History of Drama II.

3.00 credits

Prerequisites: None. Recommended preparation: DRAM 2130. Not open for credit to students who have passed DRAM 2133. May not be taken out of sequence after passing 4711.

Grading Basis: Graded

Dramatic literature and theatre history from the French Renaissance to Contemporary Theatre, including an examination of non-western theatre traditions, especially Chinese.

*Revised Catalog Copy*

DRAM 2131. Histories of Drama and Performance II.

3.00 credits.

Prerequisites: May not be taken out of sequence after passing DRAM 4711W.

Recommended preparation: DRAM 2130. Open to Dramatic Arts majors only.

Grading Basis: Graded

Dramatic literature and performance histories from various cultural traditions from the 17th century to contemporary examples.

*Discussion*

- Syllabus feedback:
  - Consider providing students with a rubric or other grading tool for how participation is graded so students have a clear understanding of the measure of success
  - Consider adjusting grade scale to address how non-whole numbers are handled

- The DRAM 4711 restriction was again retained.

**Motion to revise DRAM 2131 (#3775) was approved unanimously.**

5. Motion to revise (M. McKenzie, M. Hatfield) WGSS 1193 Foreign Study (#6777) [Revise title]

*Current Catalog Copy*

WGSS 1193. Foreign Study

1.00 - 6.00 credits | May be repeated for credit.

Prerequisites: None.

Grading Basis: Graded

May be repeated for credit. Consent of program director required, normally before the student's departure.

*Revised Catalog Copy*

WGSS 1193. International Study

1.00 - 6.00 credits | May be repeated for credit.

Prerequisites: None.

Grading Basis: Graded

May be repeated for credit. Consent of program director required, normally before the student's departure.

*Discussion*

- No discussion.

**Motion to revise WGSS 1193 (#6777) was approved unanimously.**

- B. Deleted 1000- and 2000-level courses:

Motion to delete (G. Stuart, B. Keilty) ENGL 1013W Technical Writing I (#4316)

*Reason for Course Action: The department added ENGL 2020W, Technical Writing and Design, to the course catalogue last year. That course replaces the outdated 1013W, Technical Writing I. Thus they no longer wish to offer 1013W.*

*Discussion*

- No discussion.

**Motion to delete ENGL 1013W (#4316) was passed unanimously.**

- C. The General Education Oversight Committee recommends addition of the following courses within or into General Education:

1. Motion to add (S. Stifano, B. Keilty) ENGL 3015W Writing Across Cultures (#4576)

*Proposed Catalog Copy*

ENGL 3015W. Writing Across Cultures.

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Investigation of linguistic diversity; how persuasion is used in conversations related to diverse linguistic issues.

*Discussion*

- Syllabus feedback:
  - Consider adding student learning objectives (what they will be able to do at the end of the course); student learning objectives provide students with the means to measure their own progress
  - Consider adjusting grade scale to address how non-whole numbers are handled.
- One member asked about the potential overlap with Linguistics. It was noted that this issue was likely addressed in the CLAS C&C.

**Motion to add ENGL 3015W (#4576) was passed unanimously.**

D. The General Education Oversight Committee recommends revision of the following courses within or into General Education:

1. Motion to revise (D. Ouimette, B. Keilty) HIST/AAAS 3712 The Middle East Crucible (#4954) [Add AAAS cross-listing, CA1 & CA4]

*Current Catalog Copy*

HIST 3712. The Middle East Crucible

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Twentieth-century issues in the Middle East heartland with analysis focusing on the Ottoman heritage, nationalism, Arab-Israeli and other conflicts, Islam, oil, water, rapid sociopolitical change, trends in development, super-power rivalries, and the search for identity, independence, and peace with justice.

*Revised Catalog Copy*

HIST 3712. The Middle East Crucible

Also offered as: AAAS 3712

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Twentieth-century developments in the Middle East, focusing on political Islam/Islamism, Orientalism, imperialism, the history of struggles for representative government, nationalism, the Israeli-Palestinian conflict, super-power rivalries, and the search for identity, independence, and peace with justice. CA 1. CA 4-INT.

AAAS 3712. The Middle East Crucible

Also offered as: HIST 3712

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Twentieth-century developments in the Middle East, focusing on political Islam/Islamism, Orientalism, imperialism, the history of struggles for representative government, nationalism, the Israeli-Palestinian conflict, super-power rivalries, and the search for identity, independence, and peace with justice. CA 1. CA 4-INT.

*Discussion*

- Syllabus feedback:
  - Consider adding student learning objectives (what they will be able to do at the end of the course); student learning objectives provide students with the means to measure their own progress
  - Please add a grading scaling to assist students in understanding how they are doing in the class
  - Please include the policies recommended by the university in the syllabus: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>
  - UConn is a non-attendance institution and therefore cannot mandate attendance. Consider suggesting that not attending will impact students' *learning*.

**Motion to revise HIST/AAAS 3712 (#4954) was approved unanimously.**

*Note: NURS already made this change last year.*

2. NURS 3715W Nursing Leadership (#3934) [Revise title]

*Current Catalog Copy*

NURS 3715W. Nursing Leadership

3.00 credits

Prerequisites: ENGL 1007 or 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; 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.

E. The General Education Oversight Committee recommends the following courses for offering in Intensive Session:

1. Motion to add (M. Hatfield, M. McKenzie) MARN/MAST 1001E The Sea Around Us (#N/A) [CA3, EL]

*Discussion*

- Syllabus feedback:
  - The site for downloading Lockdown Browser has changed. Here is the updated link to provide to students: <https://confluence.uconn.edu/x/SQUOBQ>
  - Consider adjusting the grading scale to account for how non-whole numbers are handled
- M. Wagner gave some background on conversations that GEOC had surrounding the course, including an issue with ADA compliance.
- There was discussion of provisional approval. The committee agreed to give it provisional approval for one offering, and they will ask that the proposer make sure issues are addressed for the Fall.

**Motion to approve MARN/MAST 1001E for one intensive session offering was approved unanimously.**

F. Special Topics courses approved by the Senate C&C Chair for one offering:

1. UNIV 1995 (Special Topics) Honors Human Flourishing (#6379)

*Discussion*

- Syllabus feedback:
  - Consider adjusting grade scale to address how non-whole numbers are handled

**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 4:32 pm