

University Senate Curricula and Courses Committee

April 18, 2022, 1:00pm-2:30pm

Meeting Subtitles: “A wonderful use of Robert's Rules” or

[“1 2 3 4 5? That’s the Combination an Idiot Would Have on His Luggage”](#)

or “Living in an Entirely Frictionless Universe” or [“Congratulations, Steve!”](#)

I. Opening Business

- A. Welcome
- B. Regrets: Julia Yakovich
- C. Minutes for April 4, 2022
 - No edits.

M. Hatfield motioned to approve the Minutes. A. Adams seconded. The Minutes were approved with one abstention.

- D. We will next convene in the electronic ether on May 2, 2022.

II. Report of the Chair (S. Wilson)

- A. University Senate – Nothing to report.
- B. Senate Executive – S. Wilson talked to Del Siegle and got clarification on how things were going to work with the Implementation document. SEC liked the document but thought it was too long for the Senate to consider. It needs to be shorter and tighter. A small working group will meet in May to try and pare the document down to around two pages. S. Wilson also got more info on how the working group was put together. M. Wagner was added recently. Senate C&C will talk in May about how we think the doc can be shortened. The working group will work on the document, then it will come back to us in the Fall for a vote. The By-law changes will be presented at the last Senate meeting.
 - One member asked about the By-laws in relationship to Implementation. Ultimately both documents will be voted on in the same meeting in the Fall.

III. Other Committee Reports

- A. UICC (M. Hatfield) – The committee has not met again since the last meeting.
- B. Honors Board of Associate Directors (E. Schultz) – The committee is meeting this week. A few curriculum-related items will be discussed next year, including the alignment of older Honors Core courses and Honors Course Conversions.
- C. Scholastic Standards (G. Michna) – The group met on the 4th but G. Michna was unable to attend. On the agenda was the Pass/Fail proposal and discussion of credit limits for non-degree students.

- D. GEOC (M. Wagner) – Pam Bedore will be the next GEOC Chair. At its last meeting, GEOC had a presentation on accommodations from Christine Wenzel from CSD. The big change is that students need less documentation to prove need, and their self-reported experience is weighted heavier than before. GEOC will move this discussion into next year. C. Wenzel noted that some issues arise when students want an accommodation they had in high school, but that accommodation would not be appropriate in college.
- One member was concerned that the onus of determining a student's disability now falls on faculty. Not exactly. The faculty member may play a role, but CSD is looking for solutions that are contextually appropriate by negotiating with faculty.
 - The number of accommodations is increasing, and faculty have felt the burden. Some members agreed that if there are going to be big policy shifts like this, there needs to be more university-wide consideration of or conversations about them, or there are going to be big problems.
 - The pandemic complicated a situation that was already complicated. One member felt there were mixed messages coming from Provost's office. Faculty are told they do not have to teach their course remotely, but then they are asked to do so because a student who needs an accommodation signed up, so they need to make it available online.
 - Donna Korbelt will be stepping down as Director of CSD, so there may be new leadership soon.
 - The resource issue is real and is something that needs to be addressed. This seems like something that needs to be brought up to SEC as a more university-wide issue that needs to be addressed.

IV. Business on Hold

A. New 1000- and 2000-level courses:

NOTE: The courses below are on hold pending receipt of more detailed syllabi. No updates have been received to date.

1. ME 2015 Introduction to Computing for Mechanical Engineers (#10185) - *Tabled*
2. ME 2016 Introduction to Computational Fluid Dynamics (#10186)
3. ME 2017 Introduction to Finite Element Analysis (#10187)
4. ME 2120 Applied Mechanics II (#10189)
5. ME 2140 Computer-Aided Design & Manufacturing (#10191)
6. ME 2250 Fluid Dynamics I (#10207)

V. New Business

A. New 1000- and 2000-level courses:

1. Motion to add (E. Schultz, M. Hatfield) HIST 2845/W Global History of Capitalism (#9324)
[Approved for CA1, CA4, and W]
Proposed Catalog Copy
HIST 2845. Global History of Capitalism
3.00 credits
Prerequisites: None.

Grading Basis: Graded

Exploration of definitions of capitalism in existing literature, its place(s) of origin, and the initial period of the genesis of capitalism from late medieval times. Examination of how capitalism has changed throughout time and space. Explanation of why some individuals and countries are rich while others are poor, as well as the impact of capitalism on global history, notions of time, slavery, class, race, gender, law, and the contemporary world. CA 1. CA 4.

HIST 2845W. Global History of Capitalism

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Exploration of definitions of capitalism in existing literature, its place(s) of origin, and the initial period of the genesis of capitalism from late medieval times. Examination of how capitalism has changed throughout time and space. Explanation of why some individuals and countries are rich while others are poor, as well as the impact of capitalism on global history, notions of time, slavery, class, race, gender, law, and the contemporary world. CA 1. CA 4.

Discussion

- The catalog description needs an Oxford comma. One was added to the last sentence.
- Syllabus feedback:
 - The syllabus does not provide assessable learning outcomes listing what students will be able to do to demonstrate what they have learned (<https://cetl.uconn.edu/resources/design-your-course/developing-learning-objectives/>).
 - Grading based on participation should be accompanied by specific advisement on what students need to do to earn points.
 - Note that grading cannot be based on attendance.
 - Syllabus might include a grading scale indicating how points earned convert to final letter grade.

Motion to add HIST 2845/W (#9324) was approved unanimously.

2. Motion to add (M. Hatfield, T. Bontly) POLS 2827W Criminal Justice in Practice (#10645)
[Approved for W]
Proposed Catalog Copy
POLS 2827W. Criminal Justice in Practice
3.00 Credits.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Not open for credit to students who have passed POLS 2998W when offered as “Criminal Justice in Practice.”
Grading Basis: Graded

Exploration of the American Criminal Justice system through simulations, interactions with practitioners in the field, visits to institutions within the system, and service projects with organizations working within the system.

Discussion

- A credit restriction is needed for the Variable Topics version. This was added.
- One member suggested that maybe we should create a Cheat Sheet for next year of things to know (e.g. the FYW prereqs).
- Syllabus feedback:
 - The syllabus does not provide assessable learning outcomes listing what students will be able to do to demonstrate what they have learned (<https://cetl.uconn.edu/resources/design-your-course/developing-learning-objectives/>).
 - Grading based on participation should be accompanied by specific advisement on what students need to do to earn points (participating assignments are quite specific but the citizenship grade is not specific).
 - Note that grading cannot be based on attendance.
 - Syllabus might include a grading scale indicating how points earned convert to final letter grade.
 - Syllabus should specify how assignments that are submitted after due dates will be graded.

Motion to add POLS 2827W (#10645) was approved unanimously.

3. Motion to add (M. Hatfield, A. Adams) SOCI 2240/W Sociology of Race and Religion (#12585) [Approved for W]

Proposed Catalog Copy

SOCI 2240. Sociology of Race and Religion

3.00 Credits

Pre-requisites: None

Grading Basis: Graded

An introduction to the sociological study of race and religion. Centers on the social constructionist approach to race and religion within the context of North America. Topics may include the Black Church, segregation, theologies of liberation, immigration, identity formation, "ethnic" religion, urban vs. rural practices of religion, diversity, racism, and social change.

SOCI 2240W. Sociology of Race and Religion

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

An introduction to the sociological study of race and religion. Centers on the social constructionist approach to race and religion within the context of North America. Topics may include the Black Church, segregation, theologies of liberation, immigration, identity formation, “ethnic” religion, urban vs. rural practices of religion, diversity, racism, and social change.

Discussion

- The FYW prereq was fixed. ENGL 3800 was removed.
- Syllabus feedback:
 - The syllabus does not provide assessable learning outcomes listing what students will be able to do to demonstrate what they have learned (<https://cetl.uconn.edu/resources/design-your-course/developing-learning-objectives/>).
 - Grading based on participation should be accompanied by specific advisement on what students need to do to earn points.
 - Note that grading cannot be based on attendance.
 - Syllabus should specify how assignments that are submitted after due dates will be graded.

Motion to add SOCI 2240/W (#12585) was approved unanimously.

4. Motion to add (C. Zhang, K. Fuller) SOCI 2720E/W Environmental Racism, Colonialism and Justice (#12607) [Approved for W and EL]

Proposed Catalog Copy

SOCI 2720E. Environmental Racism, Colonialism, and Justice

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Examination of environmental racism and colonialism alongside movements toward liberation and justice; emphasis on environmental justice as theory, practice, narratives, and collective actions.

SOCI 2720WE. Environmental Racism, Colonialism and Justice

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Examination of environmental racism and colonialism alongside movements toward liberation and justice; emphasis on environmental justice as theory, practice, narratives, and collective actions.

Discussion

- Syllabus feedback:

- Grading based on participation should be accompanied by specific advisement on what students need to do to earn points.
- Note that grading cannot be based on attendance.
- Syllabus might include a grading scale indicating how points earned convert to final letter grade.

Motion to add SOCI 2720E/W (#12607) was approved unanimously.

B. Revised 1000- and 2000-level courses:

A. Motion to revise (M. Hatfield, E. Schultz) ENGL 1003 Academic Literacies for Multilingual Students (#11026) [Revise title and description]

Current Catalog Copy

ENGL 1003. English for Non-Native Speakers

3.00 credits

May be repeated for credit.

Prerequisites: None.

Grading Basis: Graded

Instruction in English for non-native speakers of the language. May be repeated for credit.

Graduate students may elect this course.

Proposed Catalog Copy

ENGL 1003. Academic Literacies for Multilingual Students

3.00 credits

May be repeated for credit up to a maximum of 6 credits.

Prerequisites: None.

Grading Basis: Graded

Instruction in rhetorical, reading, and writing skills essential to university work. Intended primarily for international students.

Discussion

- One member wanted to know how credit repeatability worked with repeat forgiveness. M. Hatfield will double check.
- Syllabus feedback:
 - Instructors might be advised of a typo/grammatical error in course objectives 1.3. (should be others not others').
 - The weighting of different assignments within modules has not been specified in this syllabus.

Motion to revise ENGL 1003 (#11026) was approved unanimously.

B. Motion to revise (D. Ouimette, T. Bontly) CE 2110 Applied Mechanics I (#12345) [Revise description]

Current Catalog Copy

CE 2110. Applied Mechanics I

3.00 credits

Prerequisites: MATH 1132Q

Grading Basis: Graded

Fundamentals of statics using vector methods. Resolution and composition of forces; equilibrium of force systems; analysis of forces acting on structures and machines; centroids; moment of inertia.

Proposed Catalog Copy

CE 2110. Applied Mechanics I

3.00 credits

Prerequisites: MATH 1132Q

Grading Basis: Graded

Fundamentals of statics using vector methods. Resolution and composition of forces; equilibrium of force systems; analysis of forces acting on structures and machines; applications of friction; centroids; moment of inertia.

Discussion

- The CAR number for the course is 12345.
- One member noted that the course went through the whole workflow process just to add the phrase “applications of friction,” as if students would be surprised when they got into the course and realized that they were not dealing with an entirely frictionless universe.
- Syllabus feedback:
 - Grading based on participation should be accompanied by specific advisement on what students need to do to earn points.
 - Note that grading cannot be based on attendance.

Motion to revise CE 2110 (#12345) was approved unanimously.

- C. The General Education Oversight Committee recommends addition of the following courses:
1. Motion to add (M. Hatfield, D. Ouimette) LING 3700W Field Methods in Linguistics (#10826)
[Approved for W]

Proposed Catalog Copy

LING 3700W. Field Methods in Linguistics

3.00 Credits

Prerequisites: LING 3310Q or 3410Q or 3511Q; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Hands-on training in the investigation and analysis of an unfamiliar language from scratch through question and answer with a native-speaker linguistic consultant, and in writing scholarly papers documenting the linguistic phenomena that such investigations yield.

Discussion

- ENGL 1008 was removed from the FYW prereqs.
- The course number was also fixed. It is 3700W, not 2700W.
- Syllabus feedback:
 - The syllabus does not provide assessable learning outcomes listing what students will be able to do to demonstrate what they have learned (<https://cetl.uconn.edu/resources/design-your-course/developing-learning-objectives/>).
 - Grading based on participation should be accompanied by specific advisement on what students need to do to earn points.
 - Note that grading cannot be based on attendance.
 - Syllabus might include a grading scale indicating how points earned convert to final letter grade.
 - Syllabus should specify how assignments that are submitted after due dates will be graded.

Motion to add LING 3700W (#10826) was approved unanimously.

2. Motion to add (M. Hatfield, C. Zhang) PNB 3253W Current Topics in Molecular and Developmental Neurobiology (#10466) [Approved for W]

Proposed Catalog Copy

PNB 3253W. Current Topics in Molecular and Developmental Neurobiology

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; PNB 3251. Open to Juniors and Seniors only.

Recommended Preparation: PNB 2274, PNB 2275

Grading Basis: Graded

Current topics from primary literature. Molecular mechanisms of brain and nervous system development.

Discussion

- The FYW prereqs needed to be added.
- Is this a variable topics course, and does it need to be labeled as such? “Current topics” is somewhat different than Variable Topics. The topic will actually not vary, but the related readings will.
- Syllabus feedback:
 - Grading based on participation should be accompanied by specific advisement on what students need to do to earn points.
 - Note that grading cannot be based on attendance.
 - Syllabus should specify how assignments that are submitted after due dates will be graded.

Motion to add PNB 3253W (#10466) was approved unanimously.

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

1. Motion to revise (M. Hatfield, MA Amalaradjou) HIST/LLAS 3608W The Hispanic World in the Ages of Reason and Revolution (#11045) [Add LLAS cross-listing]

Current Catalog Copy

HIST 3608W. The Hispanic World in the Ages of Reason and Revolution

3.00 credits

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

Recommended preparation: HIST 3607.

Grading Basis: Graded

The transformation of Spanish America from the Bourbons in 1700, through the wars of independence and the struggle to build stable national states in the Nineteenth Century.

Proposed Catalog Copy

HIST 3608W. The Hispanic World in the Ages of Reason and Revolution

Also offered as: LLAS 3608W

3.00 credits

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

Recommended preparation: HIST 3607.

Grading Basis: Graded

The transformation of Spanish America from the Bourbons in 1700, through the wars of independence and the struggle to build stable national states in the Nineteenth Century.

LLAS 3608W. The Hispanic World in the Ages of Reason and Revolution

Also offered as: HIST 3608W

3.00 credits

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

Recommended preparation: HIST 3607.

Grading Basis: Graded

The transformation of Spanish America from the Bourbons in 1700, through the wars of independence and the struggle to build stable national states in the Nineteenth Century.

Discussion

- No discussion.

Motion to revise HIST/LLAS 3608W (#11045) was approved unanimously.

VI. Other Business for Discussion

A. Mandatory Anti-Black Racism Course

- S. Wilson gave some background on where we are with this proposal. A small committee was tasked with writing a report with a recommendation to the Senate.
- Are there any additional concerns?

- What about other marginalized groups? What has the discussion on this been? There has been discussion about this, and it is addressed in the report.
- It was noted that UConn may have an additional two or three pop-up courses in the near future that deal with other populations, in addition to the four currently existing courses.
- One member expressed that they were not sure a 1-credit course was going to do much. We need to be sure the course is doing what it proposes to do.
- The course would be offered every semester, including summer? Yes, correct.
- Can a student get this requirement waived if they have taken a course that more fully addresses this topic? This question will be added to the notes for the working group.
- What about international students who have visa regulations restricting them from taking too many online classes? There is no in-person option for this course.
- Is it a requirement or guideline that students take it in first or second year? Students should take the course as early as possible, but definitely by end of their second year.
- It was noted that this may be administratively problematic. The Office of the Registrar could possibly put an administrative hold on a student's account, but that is largely the only option.
- The timing might be problematic for transfer students or those on academic probation. There was support among members for extending the time that students could take the course.
- One member was not sure the first year is the best time for students to take this. On the flip-side, another member noted that the workload in many schools and colleges increases in the Junior year, so a number of schools and colleges thought the first and second years were better for students to take the course.
- One member noted in the chat, "Actually many students are looking for 1 credit classes in their junior and senior year... we get lots of requests."
- Will it be the same course that has been offered or will it change? The original version had a lot of readings and a lot of work for a 1-credit course. This is uncertain because it is not the group's purview. There will likely be a separate implementation committee if the proposal is adopted.
- No, the proposal will not be part of Gen Ed. The University of Pittsburg is the only other school that has something like this, and UConn students communicated extensively with Pittsburg about how they did this. One thing they did was separate the course from the Gen Ed requirements.

B. By-Law Changes

- The By-Laws will be brought to this committee next meeting.

C. Established Practice: Keeping a Record of Exceptions

- There appear to be too many factors that influence whether or not exceptions can be made to the workflow for a course, so it would be difficult to establish any kind of policy.

- Instead, we will take courses on a case-by-case basis and keep a record of exceptions. If we see a pattern in the kinds of exceptions we are making, we might consider making a policy. If not, we can at least use precedent to help us make decisions.

D. Questions and Concerns about 'Popup Courses'

1. What are the C&C review requirements? (Note: Variable Topics courses do not need review beyond the department, but Senate C&C has continued to review popup courses.)
2. How credits are accounted for related to graduation credits? (Note: Students can currently earn up to 6 credits.)
3. Who can offer these courses?
4. Proposed motion from David Knecht: "No course can be offered for credits that count toward graduation unless it is reviewed by a faculty college C&C committee."
 - We will post-pone this discussion until next time.

Attendance (in bold): Suzanne Wilson (Chair), Alana Adams, Mary Ann Amalaradjou, Tom Bontly, Mark Brand, Peter Diplock (ex-officio), Kate Fuller, Marc Hatfield, Dalton Hawie (USG Rep), Matt McKenzie, George Michna, David Ouimette, Makenzie Robinson (USG Rep), Sharyn Rusch, Eric Schultz, Steve Stifano, Manuela Wagner (Ex-Officio), Julia Yakovich, Cindy Zhang, Terra Zuidema (Registrar alternate), Nu-Anh Tran (Alternate for M. McKenzie, who is on sabbatical)