

University Senate Curricula and Courses Committee Minutes

Meeting Subtitles: "A Document of Beauty and Size" or "Who's Afraid of the Big Bad GEOC?"

9:00am Wednesday, April 10, 2019

Senate Conference Room

I. Opening business

- A. Called to order: 9:04am
- B. Regrets: A. Appiah, S. Vietla
- C. Minutes of March 27, 2019 were eApproved.
- D. We will next meet April 24, 2019. This will be the last meeting of AY 2019-20.

II. Report of the Chair/Representative

- A. University Senate (P. Bedore) – The consent agenda passed at the 4/8 meeting of the University Senate.
- B. Senate Executive (P. Bedore) – The Senate Executive Committee will meet with Senate chairs on 4/19 to plan the final Senate meeting of the academic year (4/29). The report of the Delta General Education Taskforce will be presented to the Senate at that meeting.
- C. GEOC (E. Schultz) – GEOC discussed the DeltaGE report and took a straw poll vote (8 yays, 3 nays, 1 abstention). GEOC also discussed Environmental Literacy. The EL subcommittee has denied some proposals to add the E designation, which has led to bafflement from some proposers.
- D. UICC (M. Hatfield) – The UICC has concluded its work for the year and submitted a final report.

III. Other Committee Reports

- A. Honors Board of Associate Directors (D. Burkey) – The group has not met again since the last Senate C&C meeting.
- B. Scholastic Standards (L. Schlesselman) – The group has not met. Gina Stuart will be the Senate C&C representative to the MOOC subcommittee.
- C. ΔGE Working Group (E. Schultz) – The report has been submitted. P. Bedore met with Avery Point faculty (two meetings) and E. Schultz met with Waterbury faculty to present the potential curriculum revision. Regional campuses are very interested in online courses for gen ed course delivery. Environmental Literacy will be a challenge for at least one of the regionals. E. Schultz will also meet with the School of Business this afternoon, and the "Goalies" group is meeting again soon.

A. New Business

A. Revise 1000- and 2000-level courses:

1. Motion to revise (M. Hatfield, E. Schultz) EVST 1000 Introduction to Environmental Studies (#9604) [Existing CA2, adding E]

Current Catalog Copy

EVST 1000. Introduction to Environmental Studies

Three credits.

Interdisciplinary survey of relationships between humans and nature; investigation of specific environmental themes and contemporary issues. CA 2.

Revised Catalog Copy

EVST 1000E. Introduction to Environmental Studies

Three credits.

Interdisciplinary survey of relationships between humans and nature; investigation of specific environmental themes and contemporary issues. CA 2.

Discussion

- The syllabus needs a grading scale and more information on how participation is graded.

Motion to revise EVST 1000 (#9604) was approved unanimously.

2. Motion to revise (G. Stuart, K. Fuller) GEOG 2400 Introduction to Sustainable Cities (#8801) [Adding E]

Current Catalog Copy

GEOG 2400. Introduction to Sustainable Cities

Three credits.

Pathways to make cities more sustainable from social, economic, and environmental perspectives. Topics include sustainable transportation, renewable energy, recycling of waste, and green infrastructure in contemporary metropolitan areas in developed and developing nations. CA 2. CA 4-INT.

Revised Catalog Copy

GEOG 2400E. Introduction to Sustainable Cities

Three credits.

Pathways to make cities more sustainable from social, economic, and environmental perspectives. Topics include sustainable transportation, renewable energy, recycling of

waste, and green infrastructure in contemporary metropolitan areas in developed and developing nations. CA 2. CA 4-INT.

Discussion

- There are more course objectives than student learning objectives. These should coincide for the most part.

Motion to revise GEOG 2400 (#8801) was approved unanimously.

B. The General Education Oversight Committee recommends addition of the following 3000- or 4000-level courses to the General Education curriculum:

1. Motion to add (E. Schultz, D. Ouimette) NURS 4250E Public Health Nursing (#9715) [New E]

Proposed Catalog Copy

NURS 4250E. Public Health Nursing

Three credits. Prerequisites: NURS 3554, NURS 3664, NURS 4230W, Corequisites: NURS 4295
Theories from nursing and public health within the context of aggregate/population-based care; emphasis on interdependence of the health of the natural environment and human systems. Primary, secondary, and tertiary approaches are used to promote the health of selected populations/communities. Learners will gain knowledge, skills, and motivation for sociopolitical advocacy of public and environmental health.

Discussion

- This course challenged the E subcommittee a little, but they ultimately approved it.
- The syllabus needs grading information and university policies.
- Oxford commas were added to the catalog copy. There was also a question about indefinite articles in the description. P. Bedore will check with the proposer.
- The CAR indicates a desire to offer the course by 2023. Should it be immediately available? Yes.

Motion to add NURS 4250E (#9715) was approved unanimously.

C. The General Education Oversight Committee recommends revision of the following 3000- or 4000-level existing courses:

1. Motion to revise (M. Hatfield, K. Fuller) ANTH/EVST 3340 Culture and Conservation (#8803) [adding CA2, CA4-Int, E, and recommended prep]

Current Catalog Copy

ANTH 3340. Culture and Conservation

(also offered as EVST 3340) Three credits.

Interdisciplinary analysis of conservation and the human-environment relationship from a

cross-cultural perspective. Major topics include sustainability, environmental ethics, climate change, natural disasters, health, and environmental justice.

EVST 3340. Culture and Conservation

(also offered as ANTH 3340) Three credits.

Interdisciplinary analysis of conservation and the human-environment relationship from a cross-cultural perspective. Major topics include sustainability, environmental ethics, climate change, natural disasters, health, and environmental justice.

Revised Catalog Copy

ANTH 3340E. Culture and Conservation

(also offered as EVST 3340E) Three credits. Recommended Preparation: ANTH 1000 OR 1006; EVST 1000.

Interdisciplinary analysis of conservation and the human-environment relationship from a cross-cultural perspective. Major topics include sustainability, environmental ethics, climate change, natural disasters, health, and environmental justice. CA2. CA4-INT.

EVST 3340E. Culture and Conservation

(also offered as ANTH 3340E) Three credits. Recommended Preparation: ANTH 1000 OR 1006; EVST 1000.

Interdisciplinary analysis of conservation and the human-environment relationship from a cross-cultural perspective. Major topics include sustainability, environmental ethics, climate change, natural disasters, health, and environmental justice. CA2. CA4-INT.

Discussion

- The syllabus would benefit from adding university policies.

Motion to revise ANTH/EVST 3340 (#8803) was approved unanimously.

2. Motion to revise (D. Burkey, E. Schultz) ARE 4438 Valuing the Environment (#10621) [Adding E]

Current Catalog Copy

ARE 4438. Valuing the Environment

Three credits. Prerequisite: ARE 1150 or ECON 1200 or ECON 1201

Conceptual and practical understanding of main methods used to evaluate economic benefits of environmental protection and damages from degradation. Methods include: change in productivity, hedonic pricing, travel cost method, contingent valuation, defensive expenditures, replacement costs, and cost-of-illness. Topics covered include: recreation,

soil-erosion, energy, forestry, hazardous waste, air pollution, deforestation, wetlands, wildlife, biodiversity, noise, visibility, water, and water pollution.

Revised Catalog Copy

ARE 4438E. Valuing the Environment

Three credits. Prerequisite: ARE 1150 or ECON 1200 or ECON 1201

Conceptual and practical understanding of main methods used to evaluate economic benefits of environmental protection and damages from degradation. Methods include: change in productivity, hedonic pricing, travel cost method, contingent valuation, defensive expenditures, replacement costs, and cost-of-illness. Topics covered include: recreation, soil-erosion, energy, forestry, hazardous waste, air pollution, deforestation, wetlands, wildlife, biodiversity, noise, visibility, water, and water pollution.

Discussion

- The syllabus needs a grading scale.

Motion to revise ARE 4438 (#10621) was approved unanimously.

3. Motion to revise (J. Chandy, D. Ouimette) ARE 4462 Environmental and Resource Economics (#10622) [Adding E]

Current Catalog Copy

ARE 4462. Environmental and Resource Economics

Three credits. Prerequisite: ARE 1150 or ECON 1200 or 1201; MATH 1071Q or 1110Q or 1126Q or 1131Q; open to juniors or higher. Credit may not be received for both ARE 4462 and 5462.

Natural resource use and environmental quality analysis using economic theory. Reviews of empirical research and relevant policy issues.

Revised Catalog Copy

ARE 4462E. Environmental and Resource Economics

Three credits. Prerequisite: ARE 1150 or ECON 1200 or 1201; MATH 1071Q or 1110Q or 1126Q or 1131Q; open to juniors or higher. Credit may not be received for both ARE 4462 and 5462.

Natural resource use and environmental quality analysis using economic theory. Reviews of empirical research and relevant policy issues.

Discussion

- The syllabus would benefit from adding university policies.

Motion to revise ARE 4462 (#10622) was approved unanimously.

4. Motion to revise (D. Ouimette, J. Chandy) POLS 3610/W American Politics in Film (#4476)
[Adding CA2]

Current Catalog Copy

POLS 3610. American Politics in Film

Three credits. Prerequisites: POLS 1602.

An examination of films that describe the development of American political institutions, norms, and values; that portray the processes exhibited in contemporary political institutions or the behaviors that characterize modern-day politicians; or that interpret recurring clashes in American politics.

POLS 3610W. American Politics in Film

Three credits. Prerequisites: POLS 1602 and English 1010, 1011, or 2011.

Revised Catalog Copy

POLS 3610. American Politics in Film

Three credits. Prerequisites: POLS 1602.

An examination of films that describe the development of American political institutions, norms, and values; that portray the processes exhibited in contemporary political institutions or the behaviors that characterize modern-day politicians; or that interpret recurring clashes in American politics. CA 2.

POLS 3610W. American Politics in Film

Three credits. Prerequisites: POLS 1602 and English 1010, 1011, or 2011. CA 2.

Discussion

- This course was previously approved by GEOC for CA2 but was mistakenly never seen by Senate C&C. It is being presented for approval now.

Motion to revise POLS 3610/W (#4476) was approved unanimously.

D. Other General Education Business

1. Motion to accept (D. Ouimette, J. Chandy) GEOC Alignment Report 2019

Discussion

- This is a pretty standard alignment report. The content areas generally align well, but courses in the W competency often have issues. GEOC is not alarmed by any of the non-alignments. In past years, GEOC has not “had teeth” to deal with non-alignments, but thanks to the recent revision of the Gen Ed rules and regulations, the committee now has the power to revoke a course’s Gen Ed status. That said, there is no need to exercise that power this year.

- GEOC has realized that we need to have continuous discussions with programs when they have multiple instructors teaching a course.
- There was discussion of independent studies and the differences in experience for a B- student versus an A/Honors student. Such focused attention highlights the disparity of experience in education for students of different backgrounds and academic preparation.
- There was also discussion of the generic syllabus for thesis courses and the need to find good examples that can be shown to faculty. E. Schultz will send L. Schlesselman the EEB W thesis syllabus for possible inclusion on the CETL website of exemplary syllabi.

The motion to accept the report was approved unanimously.

2. Motion as stated below (D. Ouimette, J. Chandy) on the DeltaGE Report – *Guest Hedley Freake*

Motion on the final report of Δ GenEd Task Force on General Education

The Senate C&C recommends acceptance of the Δ GenEd Task Force report and its vision for a new curriculum. The Senate C&C further recommends that a Δ 2GenEd Task Force be empaneled in 2019/20 to refine components of the proposed curriculum and to prepare an implementation plan. Refinement will include continued work on the statement of purpose for General Education, on names and descriptions of topics, on the learning outcomes associated with the topics, and on the description and learning outcomes of Integrative Experience and the Core Competencies. The implementation plan will identify prospective 'topic homes' for content area courses that are currently in the Gen Ed curriculum, will estimate the number of seats available for each topic at Storrs and the Regional Campuses, and will outline a plan for expedited review of course assignments to topics. The Δ 2GenEd Task Force will deliver its report to Senate standing committees in Spring 2020.

Discussion

- Nine of sixteen voting GEOC members weighed in, as well as three non-voting members for a total of 8 yays, 3 nays, and 1 abstention.
- SEC needs only the Senate C&C vote, since GEOC is a subcommittee of Senate C&C. However, the unofficial GEOC vote provides useful information.
- A representative from the Registrar's office expressed concern about how the new general education curriculum would be implemented. The earliest we could implement would be Fall 2021. It will take time to engage with the community on the definitions, etc.
- We would also have to determine the course approval process because the current process would be too time consuming. How did this work last time? H. Freake felt

that this document better spelled out the categories than did the 2005 report. Last time it took about two years from the time of Senate approval to implement the new Gen Ed requirements.

- How long will old content area designations remain to accommodate students under old curriculums/catalogs? Probably about eight years.
- Is this an opportunity to reimagine the GEOC approval process? Possibly. This might be wrapped into the idea of merging the Senate C&C and GEOC. If we redo the Gen Ed curriculum every ten years or so, maybe GEOC only needs to exist on its own for two years or so during the revision process, at which point it gets subsumed back into Senate C&C.
- Why is the subject area restriction important? It seems like it may create disparity. Disciplinary diversity is important to Gen Ed, and we want to push students outside of their comfort zones. The ultimate solution was a restriction on subject areas.
- There was discussion of complications related to cross-listings and subject area restrictions. P. Bedore indicated that CLAS C&C has formed a subcommittee to review this issue and will receive a report from the subcommittee on April 23rd. She will share this report with Senate C&C.
- One member expressed that it is ultimately how we talk to students about this new Gen Ed structure that will matter. E. Schultz and members of the Communication group are meeting with a faculty member from Marketing and there will be an Honors project around providing better communications about general education.
- Members noted that general education also needs to be promoted and talked about at the highest university level.
- Members expressed that a lot of work was put into both the imagining of the structure and the report, but E. Schultz noted that he did not want anyone to vote for the report simply because a lot of work went into. Not every idea that gets a lot of effort is realized.
- There was discussion of First Year Writing and its role in Gen Ed. There was a general desire to reclaim FYW in Gen Ed as part of this initiative.
- It was suggested that this is a very big motion and that maybe it needs to be two separate motions. There was some agreement that the motion might seem overwhelming in the Senate, although it may be an appropriate motion for the Senate C&C.
- P. Bedore presented a suggested revision of the motion as two separate motions, one acknowledging and accepting the report, and one agreeing to move forward from the point at which the Δ GE left off, since there was some concern that rejection of the motion might mean going back to the beginning. There was concern

that the report might not be accepted after spending a year on this if we do not separate the actions in the motion.

- It was noted that the university is in transition; we will soon have a new president, etc. Priorities could change. Is it that bad if the report does not pass?
- It was decided that the Senate C&C should consider the full motion as originally presented. The SEC can then work on alternate forms of the motion for the University Senate meeting.

The motion was passed unanimously.

Attendance (in bold): **Pam Bedore (Chair)**, Michael Bradford, **Daniel Burkey**, **John Chandy**, **David Ouimette**, **Eric Schultz**, Mark Brand, **Marc Hatfield**, **Kate Fuller**, **Lauren Schlesselman (Ex-Officio)**, **Gina Stuart**, Ama Appiah (student rep), Sai Vietla (student rep)

Respectfully submitted by Karen C. P. McDermott

Adjourned 10:22am