

University Senate Curricula and Courses Committee Minutes

Meeting Subtitle: “Does Anyone Want to Argue Students Need Public Speaking to Take a Class on Social Media?” or “Field Study is Sexy” or “Down with Dangling Participles”

9:00am Wednesday, September 25, 2019

Senate Conference Room

I. Opening business

- A. Called to order: 9:04am
- B. Regrets: Kate Fuller, Matthew McKenzie
- C. Minutes of September 11, 2019

D. Knecht motioned to approve. T. Casa approved. The minutes were approved unanimously.

- D. We will next meet October 9, 2019

II. Report of the Chair/Representative

- A. University Senate (P. Bedore) – The Senate will meet on October 7, 2019.
- B. Senate Executive (P. Bedore) – The Senate Executive will meet with the Senate Chairs on September 27, 2019 to plan the next Senate meeting.

III. Other Committee Reports

- A. UICC (M. Hatfield) – The first meeting is next Monday.
- B. Honors Board of Associate Directors (P. Bedore) – The committee has not met again.
- C. Scholastic Standards (L. Schlesselman) – There was continued discussion of MOOCs. The committee decided that if the course can be put on a transcript elsewhere (e.g. Harvard) then it can be considered for transfer credit. We do not anticipate a huge list of such courses. There was also long discussion about allowing A+s for undergrads. The current policy is based on the student, not on the course, so undergraduates taking a graduate course still cannot get an A+. This led to a discussion of why undergraduates are not be allowed to get A+s in general. If there is to be a policy change, it will take a lot of input from many different parties because there will be far-reaching consequences.
- D. Other (CLAS C&C) – One member expressed concern about the lack of avenues for faculty to communicate with each other, especially given the numerous changes currently going on at the university. There are big discussions going on with no mechanism for communication between

faculty. Faculty would like a platform, possibly in the form of a listserv, as a way to communicate with other faculty around the university. A previous listserv was shut down years ago and no alternative has been put in place. It was suggested that maybe the AAUP can help, although concerns addressed to this body also seem to have gone unanswered.

- E. GEOC (M. Wagner) – The committee worked mostly on the Provost’s Competition announcement. The focus will be on W, Q, and E courses; integrative learning; high-impact practices; and collaborative initiatives. There are links in the announcement about what these terms mean. K. McDermott will send the announcement out to the committee and to John Volin for distribution.
- F. Δ2GE Working Group (M. Wagner) – The group discussed what it means that the Senate has approved the vision/framework and how much room there is for change. P. Bedore noted that she created a 2-page Google Doc that summarizes the vision/framework for those not inclined to read the 106-page DeltaGE report to the Senate. The group’s members are collecting a list of challenges and questions regarding the vision/framework. The group will meet again on October 4, 2019.

IV. Other Business (Guests Hedley Freake, Jennifer Lease Butts, and Caroline McGuire)

- A. Feedback Requested on the Research and Experiential Learning Course Renumbering Proposal
 - J. Lease Butts gave an overview. Discussions on these changes started in 2015. This initiative began because, over the years, various entities have called to ask how many students are participating in research, and we could only give our best guess. Most likely we were underselling. From the faculty standpoint, there is a lot of work going on that we want to be able to recognize. MCB is an anomaly in that they have specific course numbers designated for research. This initiative is an attempt to standardize course numbering across the university. J. Lease Butts felt that if they were going to undertake this initiative, they were going to do it right and look at everything, such as internships, field studies, etc. They went on the road with the proposal and the version we are looking at now is the result of conversations and feedback from numerous stakeholders.
 - H. Freake explained the process moving forward. This is not a by-law change. It is the Senate resolving that this is a good idea and asking the Provost and the Registrar to implement this.
 - There are a few courses (fewer than 20) that will need to be reassigned numbers because they are occupying numbers that do not fit their current category.
 - One member asked if it was going to be a requirement for departments to do this. We are not sure. A similar reserved numbering scheme has been in place for some time, but it was not fully enforced. Will we be more forceful this time? H. Freake noted that there will be

more effort to enforce the scheme. M. Hatfield noted that in the past the Registrar has asked departments to conform and there have only been rare cases of resistance.

- Once the department decides on their needs they will just need to put together a table indicating the type and numbers of courses they want. To make this process as easy as possible, this table will not actually need to go through the C&C committees.
- One member asked how we will capture information on students who are doing research for pay. We can look at student labor data for this, but we will also not be able to capture students who volunteer, so there is an understanding that this solution does not capture everything. A zero-credit course is one possible outlet for some situations. As a university we have not yet settled on whether students can get pay, credit, or both for their experience.
- One member questioned the difference between a field experience and a lab experience. They seem to be similar. Another member noted that a field study may not actually be research. Lab research is likely supervised by UConn-affiliated staff while a field study may sometimes involve non-UConn-affiliated personnel.
- A big question has been what departments should do when experiences overlap. The answer is that the department should make a decision. What designation is most important to the department? What does the department want to communicate to the student that they are getting out of this course? These are questions that the department needs to answer, and these answers will inform the choices they make about how to designate each course.
- One member felt that there was even more room to parse out a field study/field experience versus an internship versus a practicum. It was noted that some of this needs to be up to departments.
- One member expressed concern that the definitions give too much allowance and that students might end up taking inappropriate courses. J. Lease Butts noted that this is again where the departments come in. They can build in restrictions that say you have to take X before you can take Y. Departments can build the type of experience that works for them and their pedagogical needs.
- It was clarified that the definitions in the document are simply guidance. They are not required catalog copy. Departments will draft their own catalog copy, but they will number courses based on how closely they align with particular definitions.
- The bottom line is that if there is uniformity, students will understand the courses better.
- One member asked about if thesis designations should be Ws. This is up to the department. Some departments make their thesis course a W, some do not. Sometimes students can petition for W credit.
- One member questioned the need for 1000-level research courses. Are there a lot of research opportunities available to freshmen? Not many, but there is some interest. It was

suggested that there could be a UNIV introduction to research course if there is not a critical mass of interest in a particular discipline.

- One member asked about the timeline on the approval and rollout. As soon as possible. Ideally we want to meet the catalog deadline, but it may not be a uniform roll-out. It will depend on how quickly departments are able to assess their needs and return the form.
- H. Freake asked if the faculty members in the room thought this needed to go back to the departments for additional review or if it can go to the Senate from here. One member felt that the sooner departments could get started on drafting their proposals, the better. The general feeling was that this could go directly to Senate.
- One member expressed that he was highly in favor of this initiative, especially the 1000-level research opportunities.
- J. Lease Butts, H. Freake, and C. McGuire left so that a vote could be taken.

J. Chandy motioned to approve the proposal. L. Schlesselman seconded. The motion was approved unanimously.

- One member suggested that this initiative is still going to be time-consuming.
- P. Bedore noted that there is also a larger issue here of a policy on fast-tracking some courses. Both GEOC and Senate C&C have encountered recent requests to fast-track batches of courses that are largely making cosmetic changes, so it had been suggested that we establish a policy on this. P. Bedore was loath to move ahead with any such discussions until Eric Schultz was back from sabbatical, since he would be taking over the committee again in the Spring and he has typically been a big advocate of each course getting its own CAR.

V. Old Business

A. New 1000- and 2000-level courses:

1. ECE 1401 Programming for Electrical Engineers (#12103)

Note: Currently on hold pending department discussions of additional changes to the proposal.

VI. New Business

A. Revise 1000- and 2000-level courses:

1. Motion to revise [D. Ouimette, L. Schlesselman] CAMS 1121 Elementary Latin I (#12888)
[Revise description]

Current Catalog Copy

CAMS 1121. Elementary Latin I

4 credits. Prerequisites: Not open to students who have had three or more years of Latin in high school or who have passed CAMS 1122, 1123 or 1124.

A study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose.

Revised Catalog Copy

CAMS 1121 Elementary Latin I

4 credits. Prerequisites: May not be taken out of sequence after passing CAMS 1122, 1123, 1124. May not be taken for credit after passing any 2000-level or above course taught in Latin, or three or more years of high school Latin.

A study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose.

Discussion

- P. Bedore will work with J. Terni and M. Hatfield to standardize the prereq language among similar courses.
- One member indicated that she would email her notes on all syllabi separately.

Motion to revise CAMS 1121 (#12888) was approved unanimously.

2. Motion to revise [S. Rusch, D. Ouimette] CAMS 1122 Elementary Latin II (#12889) [Revise description]

Current Catalog Copy

CAMS 1122. Elementary Latin II

4 credits. Not open for credit to students who have had three or more years of Latin in high school, except with Departmental consent. Prerequisite: CAMS 1121 or one year of Latin in high school.

A study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose.

Revised Catalog Copy

CAMS 1122. Elementary Latin II

4 credits. Prerequisites: CAMS 1121 or one year of Latin in high school. May not be taken out of sequence after passing CAMS 1123, 1124. May not be taken for credit after passing any 2000-level or above course taught in Latin, or three or more years of high school Latin. Further study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose.

Discussion

- No discussion.

Motion to revise CAMS 1122 (#12889) was approved unanimously.

3. Motion to revise [M. Hatfield, J. Terni] ECON 1107 Honors Core: Economics, Nature, and the Environment (#11128) [Add E]

Current Catalog Copy

ECON 1107. Honors Core: Economics, Nature, and the Environment

Three credits.

Impact of nature on societies; effects of geography and climate on economic development and income inequality. Impact of humans on their environment; environmental problems; collapse of societies; sustainable development. CA 2.

Revised Catalog Copy

ECON 1107E. Honors Core: Economics, Nature, and the Environment

Three credits. Open to honors students; others by permission.

Impact of nature on societies; effects of geography and climate on economic development and income inequality. Impact of humans on their environment; environmental problems; collapse of societies; sustainable development. CA 2.

Discussion

- K. McDermott will check with J. Chancey to be sure she is aware of this change since the course is Honors Core.

Motion to revise ECON 1107 (#11128) was approved unanimously.

4. Motion to revise [J. Terni, S. Rusch] HIST 3451 Germany Since 1815 (#13130) [Revise level and description]

Current Catalog Copy

HIST 3451. Germany Since 1815

Three credits.

A study of German political, social, and intellectual history since the Napoleonic Wars. Also considers European and world problems as reflected in the emergence of Germany as a pivotal force in international affairs.

Revised Catalog Copy

HIST 2451. Germany Since 1815

Three credits.

German political, social, and intellectual history since the Napoleonic Wars. European and world problems as reflected in the emergence of Germany as a pivotal force in international affairs.

Discussion

- There is no prerequisite structure in HIST, but the department wanted to give students a suggested order for classes.
- It was noted that CLAS made some catalog copy revisions.

Motion to revise HIST 3451 (#13130) was approved unanimously.

5. Motion to revise [L. Schlesselman, T. Casa] ILCS 1147 Intermediate Italian I (#13133) [Revise number and description]

Current Catalog Copy

ILCS 1147. Intermediate Italian I

4.00 credits Prerequisites: ILCS 1146 or two years of Italian in high school. Cannot be taken for credit after ILCS 1148 or any 2000 level or above courses taught in Italian. Grading Basis: Graded Review of elementary Italian grammar. Graded composition and translation. Intensive and extensive reading. Oral practice in the language.

Revised Catalog Copy

ILCS 1003. Intermediate Italian I

Four credits. Prerequisite: ILCS 1002 or equivalent. May not be taken out of sequence after passing ILCS 1004. May not be taken for credit after passing any 2000-level or above course taught in Italian, or three or more years of high school Italian. Students with questions about placement should contact the head of the Department of Literatures, Cultures and Languages.

Intensive oral-aural practice based on selected readings and exposure to a wide range of contemporary cultural themes through materials such as newspaper articles, advertising material, and videos. Emphasis on more complex grammatical structures and vocabulary.

Discussion

- There was some discussion about if these language courses should be classified as seminars or lectures. The CAR says the course is a seminar, but J. Terni felt that the department would prefer to classify it as a lecture. P. Bedore indicated that LCL could work with the Office of the Registrar to make this change.

Motion to revise ILCS 1147 (#13133) was approved unanimously.

6. Motion to revise [J. Terni, D. Knecht] ILCS 1148 Intermediate Italian II (#13132) [Revise number and description]

Current Catalog Copy

ILCS 1148. Intermediate Italian II

4.00 credits. Prerequisites: ILCS 1147 or three years of Italian in high school. Cannot be taken for credit after any 2000 level or above courses taught in Italian. Grading Basis: Graded Review of elementary Italian grammar. Graded composition and translation. Intensive and extensive reading. Oral practice in the language.

Revised Catalog Copy

ILCS 1004. Intermediate Italian II

Four credits. Prerequisites: ILCS 1003 or equivalent. May not be taken for credit after passing any 2000-level or above course taught in Italian. Students with questions about placement should contact the head of the Department of Literatures, Cultures and Languages.

Intensive oral-aural practice. Practice in speaking through a combination of group-based and individual activities, focusing on grammatical structures, language functions, and vocabulary. Further exposure to a wide range of contemporary cultural themes through materials such as newspaper articles, advertising material, and videos.

Discussion

- No discussion.

Motion to revise ILCS 1148 (#13132) was approved unanimously.

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

1. Motion to add [M. Hatfield, S. Rusch] POLS 2073Q Advanced Quantitative Methods in Political Science (#10857)

Proposed Catalog Copy

POLS 2073Q. Advanced Quantitative Methods in Political Science

Three credits. Prerequisite: POLS 2072Q or STAT 1000Q or SOCI 3211Q or equivalent.

Explanation of advanced quantitative methods used in political science. Application of these methods and relevant statistical software for the analysis of substantive political questions.

Discussion

- One member observed that the course is seeking to be offered in the Winter Intensive session. K. McDermott noted that GEOC approved it as a new course, but she did not think they realized they were also reviewing it for Intensive Session offering. The course

will need additional permissions for that. Bedore will inform that proposer that they need to submit an Intensive Session Request form to GEOC.

- “Or instructor consent” is often used in the catalog rather than “or equivalent.” The committee discussed whether this language needed to be changed. Because the “or equivalent” refers to a prerequisite, it was decided to leave the language as-is.

Motion to add POLS 2073Q (#10857) was approved unanimously.

C. The General Education Oversight Committee recommends revision of the following 3000- and 4000-level courses in the General Education curriculum:

1. Motion to revise [D. Knecht, T. Casa] COMM 4640W Social Media: Research and Practice (#12887) [Remove prereq]

Current Catalog Copy

COMM 4640W. Social Media: Research and Practice

Three credits. Prerequisites: COMM 1000; COMM 1100; COMM 1300; COMM 3100 or 3200 or 3300; ENGL 1010 or 1011 or 2011.

Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

Revised Catalog Copy

COMM 4640W. Social Media: Research and Practice

Three credits. Prerequisites: COMM 1000; COMM 1300; COMM 3100 or 3200 or 3300; ENGL 1010 or 1011 or 2011.

Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

Discussion

- No discussion.

Motion to revise COMM 4640W (#12887) was approved unanimously.

D. New S/U graded courses:

1. Motion to add [M. Hatfield, D. Knecht] SANR 991 Field Study Internship (#13048)

Proposed Catalog Copy

SANR 991. Field Study Internship

One to six credits. Hours by arrangement. Prerequisite: instructor consent required. This course may be repeated to a maximum of six credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Designed to acquaint students with their career field of interest through work experience. The student, internship supervisor, and faculty supervisor will develop and sign a learning contract prior the start of the internship. Both the internship supervisor and the student will provide an assessment to the faculty supervisor at the end of the internship.

Discussion

- The language on repeatability and S/U grading needs to be standardized.
- The committee did some wordsmithing to the catalog copy to remove a dangling participle.
- One member questioned the practice of student self-evaluation, but others noted that this is fairly standard practice for a field study.

Motion to add SANR 991 (#13048) was approved unanimously.

Attendance (in bold): **Pamela Bedore (Chair)**, Mark Brand, **Tutita Casa**, John Chandy, **Marc Hatfield**, Kate Fuller, **David Knecht**, **Matthew McKenzie**, **David Ouimette**, **Sharyn Rusch**, **Lauren Schlesselman** (Ex-Officio), **Gina Stuart**, **Jennifer Terni**, **Manuela Wagner**

Respectfully submitted by Karen C. P. McDermott

Adjourned 10:30am