

University Senate Curricula and Courses Committee Minutes

Meeting Subtitles:

“No One’s Undies Are Twisted” or “Eric Makes a Breakfast Recommendation” or

“Karen Apologizes for Jinxing the Approval of GEOC and ECON” or

“Apparently Someone’s Undies Were In Fact Twisted”

March 22, 2021 from 3:00pm-4:00pm

Meeting in Webex

I. Opening Business

- A. Welcome: Meeting convened at 3:05pm
- B. Regrets: A. Adams (all semester), Gina Stuart, George Michna
- C. Minutes of March 8, 2021
 - There were no changes to the minutes.

The Minutes were accepted as submitted.

- D. We will next convene in the electronic ether on April 5, 2021 ***at 11:30am***

II. Report of the Chair (E. Schultz)

- A. University Senate – Nothing to report.
- B. Senate Executive – Nothing to report.
- C. Other Items – There is text in the catalog regarding a 12-credit minimum for minors. There was a question from outside the committee on how ‘hard and fast’ this rule is. Would 8-10 credits be okay? One member asked if maybe this a NECHE requirement. It does not appear to be.
Also, the question of credit restrictions on graduate and undergraduate-level courses that are equivalent was posed. How often are courses listed as both graduate and undergraduate? Some departments have quite a few equivalent courses. There was a question as to whether it might be appropriate for majors that have simultaneous courses to include language in the catalog that the grad level course can satisfy plan of study requirements.

III. Other Committee Reports

- A. UICC (M. Hatfield) – No report.
- B. Honors Board of Associate Directors (E. Schultz) – Honors gave an update on their working group for Honors conversions. Discussion is underway about various issues, including instructor-initiated conversions, advisor sign-offs, and other relevant questions. Honors is also thinking about conducting an ongoing review of Honors Core courses, much like GEOC’s alignment. Some Honors Board members thought this was a good idea; others did not feel it was necessary.
- C. Scholastic Standards (L. Schlesselman) – No report.

- D. GEOC (M. Wagner) – GEOC is responding to the concerns of a faculty member who cited some issues with one of the winning courses from the Provost’s Competition. GEOC is also thinking about its procedure for when courses are declined for a content area or competency.
- E. Δ2GE Working Group (M. Wagner) – Please advertise the website to colleagues. A message is going out to deans and department heads. The group is also wondering about the timing of faculty forums to discuss the new standards. They plan to hold the forums after Spring Break, gather feedback, incorporate it, and have the final proposal ready for the first meeting of Fall. The late April/early May Senate meetings are problematic for important business.
- One member endorsed the idea of having Senate review in the first meeting of the fall semester for the sake of getting serious consideration of the final proposal.

IV. Pre-Daylight Savings Time Business

A. Revise 1000- and 2000-level courses:

1. Motion to untable (M. McKenzie, M. Hatfield) ARE 3462 Measuring Impact of Programs that Raise Human Well-being (#5774) [Revise from 3000-level to 2000-level]
Notes: This course was tabled pending clarification of whether the department meant to remove the restriction on ARE 3464. The proposer’s response: “ARE 3464 has been omitted from the restrictions on purpose because the course has not been taught in the past 3-4 years. It has been offered as ARE 3462 after we dropped ARE 3464. By the time the new course change goes into effect (fall 2022), all students who took ARE 3464 will have completed their degree.”

Current Catalog Copy

ARE 3462. Measuring Impact of Programs that Raise Human Well-being

3.00 credits

Prerequisites: Recommended Preparation: ARE 1150 or ECON 1200 or 1201; Not open to students who have completed ARE 3464.

Grading Basis: Graded

The theory and practice behind measuring impacts and costs of programs that raise human welfare through poverty alleviation, economic development, and social and environmental justice. Case studies will show how governments and organizations can best optimize programming. Examples include how to increase incomes and farm productivity, how to decrease disease and child mortality, and how to improve resilience to climate change. Topics include survey design, performance indicators, the

logical framework and results matrix, sample design, impact evaluation methodologies and project appraisal.

Revised Catalog Copy

ARE 2464. Measuring Impact of Programs that Raise Human Well-being

3.00 credits

Prerequisites: Recommended Preparation: ARE 1150 or ECON 1200 or 1201.

Grading Basis: Graded

The theory and practice behind measuring impacts and costs of programs that raise human welfare through poverty alleviation, economic development, and social and environmental justice. Case studies will show how governments and organizations can best optimize programming. Examples include how to increase incomes and farm productivity, how to decrease disease and child mortality, and how to improve resilience to climate change. Topics include survey design, performance indicators, the logical framework and results matrix, sample design, impact evaluation methodologies, and project appraisal. Formerly offered as ARE 3462.

Discussion

- 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 the grading scale to address how grades other than whole numbers are handled.
- Please include the due dates for the course activities as part of the syllabus.
- Please include the remainder of policies recommended by the university in the syllabus: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>

Motion to revise ARE 3462 (#5774) was passed unanimously.

V. Post-Daylight Savings Time Business

A. Revise 1000- and 2000-level courses:

1. Motion to revise (I. Soteriou, J. Chandy) ARIS/WGSS 1170/W Women's Contemporary Writing in the Arab World (#3974) [Add CA1, CA4, & W; cross-list with WGSS]

Current Catalog Copy

ARIS 1170. Women's Contemporary Writing in the Arab World

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Fiction and non-fiction by women writers from the Arab world. Texts include feminist texts, literary texts, and popular fiction, in addition to films based on literary writings and works from the visual arts. Taught in English.

Revised Catalog Copy

ARIS 1170. Women's Contemporary Writing in the Arab World

Also offered as: WGSS 1170

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women's writing from the nineteenth century to the present in public life; women's writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

ARIS 1170W. Women's Contemporary Writing in the Arab World

Also offered as: WGSS 1170W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women's writing from the nineteenth century to the present in public life; women's writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

WGSS 1170. Women's Contemporary Writing in the Arab World

Also offered as: ARIS 1170

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women's writing from the nineteenth century to the present in public life; women's writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

WGSS 1170W. Women's Contemporary Writing in the Arab World

Also offered as: ARIS 1170W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women's writing from the nineteenth century to the present in public life; women's writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

Discussion

- Consider adjusting grading scale to address how grades other than whole numbers are handled.
- Consider providing a rubric for how participation and preparation are graded to provide students with a better understanding of how they are being assessed for this component.
- There is something about "writing in French" in the syllabus. Members felt this sounded familiar. This is likely carry-over language from a template that the faculty member never corrected.

Motion to revise ARIS/WGSS 1170/W (#3974) was passed unanimously.

2. Motion to revise (I. Soteriou, J. Yakovich) GEOG 2505 Applications of Geographic Information Systems (#6016) [Revise # of credits]

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

- 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/>
- One member was concerned about the workload. They were not clear on how the workload would be reduced to account for the missing credit. Students should not have to do 4 credits worth of work for 3 credits. There was agreement from other members that they would like to see more detail on how the course will adjust the workload and pedagogy.

B. Keilty motioned to table GEOG 2505 (#6016) pending clarification of how the pedagogy will account for the reduced credit. M. McKenzie seconded. The motion was passed with one abstention.

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

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

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

- 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 the grading scale to address how grades other than whole numbers are handled.
- One member expressed concern that these seemed like two different courses. Another member suggested that the changes being made were consistent with a routine update. The course has been around for years and simply appears to be updating its language. Other members were not sold on this explanation.

B. Keilty motioned to table ECON 3431/W (#5114) pending clarification of just how different the two versions of the course are from each other. J. Yakovich seconded. The motion was passed with two nays and one abstention.

C. GEOC Alignment Report 2020-2021

- Has there been communication with departments about the status of their courses? Yes. GEOC is touching base with departments before the report goes to the Senate.
- Discussion in GEOC indicated that longer conversations need to happen about what a 'representative sample' of syllabi for selected courses looks like.
- One member suggest a toolkit for in-house alignment that GEOC could provide for departments. Can we give departments more ownership over this?
- There was some discussion in both GEOC and Delta2GE about having a person to work with departments to help them navigate General Education criteria and requirements.

- There was discussion of the potential consequences to getting rid of a course, such as a W course that gets de-designated. If the course is eventually brought back, can it once again fulfill program requirements as it might have previously? That is not GEOC's concern; that is up to the program.

M. Hatfield motioned to approve the report. S. Stifano seconded. The report was approved unanimously.

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 4:01pm