

University Senate Curricula and Courses Committee  
April 4, 2022, 1:00pm-2:30pm  
Meeting Subtitles: “Aligning the Alignment Process” or  
“Concerns about Pop-Up Courses Popped Up”

**I. Opening Business**

- A. Welcome
- B. Minutes for March 21, 2022
  - One member asked that the report on Scholastic Standards reflect that the credit limit removal is regarding the pass-fail policy.

**M. Hatfield motioned to approve the Minutes. J. Yakovich seconded. The Minutes were approved as amended.**

- C. We will next convene in the electronic ether on April 18, 2022.

**II. Report of the Chair (S. Wilson)**

- A. University Senate – Nothing to report.
- B. Senate Executive – The group met on Friday to discuss the new Common Curriculum implementation. The feeling was that we are trying to do things too fast, so they decided there will be a progress report to the Senate at the May meeting instead. In the meantime, a small group of people will meet in May to come up with a 2-page guidelines document for implementation. The changes in the By-Laws will be presented at May Senate meeting.
  - One member commented that the postponement is not unexpected, but they were surprised about the page limit.
  - What will be done with this document? Will this be presented to the Senate or will there be more work on it? Even if the small group gets something drafted, it will need to come to Senate C&C regardless.
  - How much longer will old process be in place? One member’s department chair is urging faculty to get their course requests submitted before things change. It was unclear why a department chair would be urging faculty to do this. There will not be an interruption of course review, or such is the plan. The content areas will just be different, and this will not happen until at least Spring 2023.

**III. Other Committee Reports**

- A. UICC (M. Hatfield) – The group met on March 24<sup>th</sup> and looked at six courses for alignment review. The group approved them all.
- B. Honors Board of Associate Directors (E. Schultz) – This group also met on the 24<sup>th</sup>. One Honors Core course was approved that we will review today.
- C. Scholastic Standards (G. Michna) – No report.

- D. GEOC (M. Wagner) – Karen Skudlarek from CETL came to discuss course accessibility. Christine Wenzel from CSD will be coming to the next GEOC meeting to discuss disability accommodations.

#### **IV. Stolen CARs – In this town, your luck can change just that quickly.**

- 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 (A. Adams, M. Hatfield) ARTH 2020 Global Jerusalem (#10286) [CA1, CA4-Int]

*Proposed Catalog Copy*

ARTH 2020. Global Jerusalem.

3.00 credits.

Prerequisites: None

Grading Basis: Graded

An introduction to the art and architecture of Jerusalem and the diverse religious, social, and political contexts of related re-creations across the world, from prehistory to the contemporary period. CA 1. CA 4-INT.

*Discussion*

- The correct catalog number is 2020, not 2222.
- Can a course be more than one CA1 designation? Members were unsure, but they decided that this was not our jurisdiction. CLAS can make that determination. Students are only able to use the course for one area anyway. We will get some clarification from S. Stifano later.
- Syllabus feedback:
  - Grading based on participation should be accompanied by specific advisement on what students need to do to earn points.

**Motion to add ARTH 2020 (#10286) was approved unanimously.**

2. Motion to add (C. Zhang, M. Hatfield) COGS 2500Q Coding for Cognitive Science (#9226) [Q]

*Proposed Catalog Copy*

COGS 2500Q Coding for Cognitive Science

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Introduction to computer programming for students with little or no prior programming experience. Core concepts and essential skills, with special emphasis on typical tasks and applications in the Cognitive Sciences.

*Discussion*

- 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.

**Motion to add COGS 2500Q (#9926) was approved unanimously.**

3. Motion to add (M. Hatfield, J. Yakovich) POLS 2803W Legal Reasoning and Writing (#10585) [W]

*Proposed Catalog Copy*

POLS 2803W. Legal Reasoning and Writing

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 "Legal Reasoning and Writing."

Grading Basis: Graded

Simulation of the "Moot Court" experience. Students will develop legal writing and oral argumentation skills in relation to hypothetical appellate cases about free speech, religion, rights of the accused, separation of powers, and equal protection claims.

*Discussion*

- Do we need we need to add a restriction for the previous offering? Yes. A credit restriction for the POLS 2998W version was added.
- 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.

**Motion to add POLS 2803W (#10585) was approved unanimously.**

4. Motion to add (M. Hatfield, E. Schultz) POLS 2807W Women and the Law (#10547) [W]

*Proposed Catalog Copy*

POLS 2807. Women and the Law

3.00 Credits.

Prerequisites: Not open for credit to students who have passed POLS 2998/W when offered as “Women and the Law.”

Grading Basis: Graded

The development of constitutional and statutory standards for treatment of women under the law in the United States.

POLS 2807W. Women and the Law

3.00 Credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Not open for credit to students who have passed POLS 2998/W when offered as “Women and the Law.”

Grading Basis: Graded

The development of constitutional and statutory standards for treatment of women under the law in the United States.

*Discussion*

- The Variable Topics credit restriction was also included for this course.
- J. Yakovich is interested in speaking with the instructor about service learning.
- 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 (Perusal engagement with reading and peers; Class participation) should be accompanied by specific advisement on what students need to do to earn points.

**Motion to add POLS 2807W (#10547) was approved unanimously.**

5. Motion to add (J. Yakovich, C. Zhang) POLS/MAST 2460 Maritime Politics (#10206) [CA2, EL]

*Proposed Catalog Copy*

Proposed Copy: POLS 2460. Maritime Politics

Also offered as MAST 2460

3.00 Credits

Prerequisites: None

Recommended preparation: POLS 1402

Graded Basis: Graded

The political dimensions of the world's oceans. This course draws upon international relations theories to analyze states, international law, intergovernmental organizations, trade, and non-state actors with respect to the world's largest bodies of water. CA 2.

*Discussion*

- J. Yakovich would like to speak with the proposer about service learning. There is a lot going on in this area.
- Syllabus feedback:
  - The syllabus does not provide assessable learning outcomes listing what students will be able to do to demonstrate what they have learned, except for this one: "Apply interdisciplinary theories and approaches to the analysis of global environmental problems" (<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.

**Motion to add POLS/MAST 2460 (#10206) was approved.**

B. Revised 1000- and 2000-level courses:

1. Motion to revise (M. Hatfield, E. Schultz) ENGL 1301 Major Work of Eastern Literature (#11706) [CA4-Int] [Revise prereqs]

*Current Catalog Copy*

ENLG 1301. Major Works of Eastern Literature

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Important works of poetry, drama, and literary prose from the Middle East, South Asia, China, Japan, and Southeast Asia. All works are read in translation. CA 4-INT.

*Proposed Catalog Copy*

ENGL 1301. Major Works of Eastern Literature

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Important works of poetry, drama, and literary prose from the Middle East, South Asia, China, Japan, and Southeast Asia. All works are read in translation. CA 4-INT.

*Discussion*

- 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.

**Motion to revise ENGL 1301 (#11706) was approved.**

2. Motion to revise (M. Hatfield, A. Adams) GEOG/URBN 1200 The City in the Western Tradition (#8724) [CA1, CA4-Int] [Revise title; add CA4-Int]

*Current Catalog Copy*

GEOG 1200. The City in the Western Tradition

Also offered as: URBN 1200

3.00 credits

Prerequisites: RHAG students cannot take more than 22 credits of 1000 level courses

Grading Basis: Graded

A broad discussion of the role and structure of the city in the western tradition from the Classical period to contemporary America. Special emphasis will be placed on the mechanisms by which cities and ideas about them have been diffused from one place to another and on the changing forces that have shaped the western city. CA 1.

*Proposed Catalog Copy*

GEOG 1200. Global Urbanization

Also offered as: URBN 1200

3.00 credits

Prerequisites: None.

Grading Basis: Graded

A broad discussion of the role and structure of cities around the world from the first cities to contemporary times. Special emphasis will be placed on the mechanisms by which cities and ideas about them have been diffused from one place to another and on the changing forces that have shaped cities over time and across space. CA 1. CA 4-INT.

*Discussion*

- The Radcliff Hicks restriction can be removed. The school voted to remove it recently, so the course has no prereqs.

**Motion to revise GEOG/URBN 1200 (#8724) was approved.**

3. Motion to revise (K. Fuller, M. Hatfield) PHIL 1109 Global Existentialism (#11145) [CA1, CA4] [Add CA1]

*Current Catalog Copy*

PHIL 1109. Global Existentialism

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An exploration of existential philosophy from a global, multicultural perspective. Focus will be on existentialists from the Global South in conversation with those in the Global North. CA 4-INT.

*Proposed Catalog Copy*

PHIL 1109. Global Existentialism

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An exploration of existential philosophy from a global, multicultural perspective. Focus will be on existentialists from the Global South in conversation with those in the Global North. CA 1. CA 4-INT.

*Discussion*

- A member felt that one comment in the syllabus crossed a line. Mention of “Jack Daniels and a loaded revolver” needs to be removed as this is not appropriate language for a syllabus. The “humor” might be misconstrued.

**Motion to revise PHIL 1109 (#11145) was approved with one abstention.**

4. Motion to revise (M. Hatfield, J. Yakovich) SOCI 1251 Social Problems (#10285)[CA2, CA4, W] [Revise description]

*Current Catalog Copy*

SOCI 1251. Social Problems

3.00 Credits

Prerequisites: RHAG students cannot take more than 22 credits of 1000 level courses.

Grading Basis: Graded

Major social problems, their sources in the organization of society, public policies for their alleviation, and questions of ethics and social justice: alcohol and drug abuse, physical and mental illness, sexual variances, poverty and inequality, ethnic and racial prejudice and discrimination, women and gender, the changing family, violence, crime and delinquency, the environment, urban problems, and population planning and growth. CA 2. CA 4.

SOCI 1251W. Social Problems

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011 or 3800. RHAG students cannot take more than 22 credits of 1000 level courses.

Grading Basis: Graded

Major social problems, their sources in the organization of society, public policies for their alleviation, and questions of ethics and social justice: alcohol and drug abuse, physical and mental illness, sexual variances, poverty and inequality, ethnic and racial prejudice and

discrimination, women and gender, the changing family, violence, crime and delinquency, the environment, urban problems, and population planning and growth. CA 2. CA 4.

*Proposed Catalog Copy*

SOCI 1251. Social Problems

3.00 Credits

Prerequisites: None.

Grading Basis: Graded

An examination of how institutional and organizational features of societies generate contemporary social problems, public policies for their alleviation, and questions of ethics and social justice. Topics may include substance use and misuse, mental illness, crime, social inequality, racism, gender disparities, climate change, and human rights. CA 2. CA 4.

SOCI 1251W. Social Problems

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

An examination of how institutional and organizational features of societies generate contemporary social problems, public policies for their alleviation, and questions of ethics and social justice. Topics may include substance use and misuse, mental illness, crime, social inequality, racism, gender disparities, climate change, and human rights. CA 2. CA 4.

*Discussion*

- M. Wagner explained the issue with CA4. The CA4 designation was not re-approved, so the course will need to be de-designated for CA4. That cannot happen immediately, though. At the earliest, it would go into effect for the 2023-24 AY. GEOC will initiate the de-designation process.
- The RHAG language and mention of ENGL 3800 were also removed from this course.

**Motion to revise SOCI 1251 (#10285) was approved unanimously.**

- C. The General Education Oversight Committee recommends addition of the following courses:
1. Motion to add (A. Adams) LLAS/HIST/WGSS 3675 Latina History and Biography (#10885) [CA1, CA4]

*Proposed Catalog Copy*

LLAS 3675. Latina History and Biography

Also offered as HIST 3675, WGSS 3675

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Examination of the history of Latinas in the US with a focus on women, gender, and sexuality. Students will consider how historians use oral histories, life histories, memoirs, biographies,



and testimonials as sources to restore Latinas to histories from which they were previously omitted. CA 1. CA 4.

HIST 3675. Latina History and Biography

Also offered as LLAS 3675, WGSS 3675

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Examination of the history of Latinas in the US with a focus on women, gender, and sexuality. Students will consider how historians use oral histories, life histories, memoirs, biographies, and testimonials as sources to restore Latinas to histories from which they were previously omitted. CA 1. CA 4.

WGSS 3675. Latina History and Biography

Also offered as HIST 3675, LLAS 3675

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Examination of the history of Latinas in the US with a focus on women, gender, and sexuality. Students will consider how historians use oral histories, life histories, memoirs, biographies, and testimonials as sources to restore Latinas to histories from which they were previously omitted. CA 1. CA 4.

#### *Discussion*

- There was discussion of whether Senate C&C could move this course forward quickly without its Gen Ed designations and let them catch up.
- There was more general discussion of when Senate C&C can or should make exceptions to the established workflow.
- There was concern about setting a precedent for segmented approvals.
- The committee ultimately did not support sending the course forward without its Gen Ed designations.
- 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.

**Motion to add LLAS/HIST/WGSS 3675 (#10885) was approved.**

### *Discussion*

- M. Wagner noted that the dynamics of various subcommittees sometimes play into how a given subcommittee may determine alignment. There are also subjective questions about how we define some of the areas.
- An alignment rubric was suggested to help align the alignment process.
- There was a question about why some courses provided updated materials and some did not. This was a misunderstanding with the subcommittees. Some co-chairs thought they needed to reach out to proposers as they do with the normal course review process. The alignment process works differently, though. The GEOC Chair reaches out to department heads once the alignment process is complete.

**Motion to accept GEOC Alignment Report 2022 was approved. (See Appendix I)**

### **VI. Delta Implementation Document**

- No discussion.

### **VII. Other Business**

#### A. 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."
  - K. McDermott gave some background on the evolution of pop-up courses.
  - One member noted that the hallmark of these course is that they are multidisciplinary, so they do not come from any specific department.
  - CETL plans to do an IRB study to look at the effectiveness of the courses. Feedback from students has shown that they like hearing from different faculty on the same topic at the same time. The courses also seem to promote faculty communities.
  - Even though Variable Topics don't need Senate C&C Review, P. Diplock would support having them continue to be reviewed by Senate C&C.
  - It was noted that there could be up to eight pop-up courses in the future, especially in the DEIJ-space. There is exploration of the idea that courses might be bundled up to a maximum of 3 credits that could even be used as Gen Ed credit.
  - One member was concerned about the amount of UNIV credits students are allowed. Will this interfere with FYE UNIV classes?
  - M. Wagner gave an update on the student-driven request to make the Anti-Black Racism course mandatory. The students are very engaged and have put a lot of time

and work into this request. They understand the complexity of the process and its outcomes.

- There is some inconsistency regarding whether or not pop-up courses are going through college and school C&Cs. The Asian-themed one did get AAAS approval, while the Jewish-themed went through CETL.
- S. Wilson asked members to think about this issue, and we can discuss how we want to address questions and procedures regarding these pop-up courses 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)

## Appendix I

### GEOC Alignment Report 2021-2022

\*GEOC is in the process of reaching out to all departments with courses that did not fully align.

#### Content Area 1 – Arts and Humanities

##### **AMST 1700. Honors Core: American Landscapes**

The department has submitted for review the original CAR from 2007, the Course Overview Form, Content Area 1 form, Supplement A, and three sample syllabi. This course is meant to focus on a different locale in each semester, using that place or region as a window to explore human history. According to the CAR, the intention of the course is to explore the “relationship of nature, history, and literature in a given landscape.” Thus, one purpose of the course is to engage students in interdisciplinary study. Locations, over the years, have included Walden pond, the CT River Valley, and the Hudson River Valley. The alignment documents emphasize that the course explores investigations into historical/critical analyses of human experience and investigations into culture and symbolic representation.

There does seem to be significant variation across sections, making the evaluation of CA1 criteria challenging. Two of the three syllabi submitted clearly follow the model of the original course. They engage students in a combination of historical, literary, and/or artistic explorations of the locales on which they focus, engaging students in both an exploration of human history and symbolic representation. The third syllabi submitted seems to deviate somewhat from this model. As far as the committee could tell, Professor Woodward’s syllabus, focusing on the Connecticut River, did not include exploration of art or literature, although it does explore maps, and thus symbolic representation. This section of the course focuses more deeply on the geological, economic, and industrial history of the region. It still aligned with CA1 learning goals, if deviating somewhat from other models of the course and, to a degree, from the original intention to draw together the fields of nature, history, and literature.

The committee also notes that the catalog copy indicates that this course may focus on “real or imagined” places. All locales referenced, and all sample syllabi, are for real locations. We were curious as to whether imagined

locations have ever been taught, and if the catalog copy was still accurate. This is simply a question, and does not impact our decision.

Committee recommends continued CA1 designation for this course, noting the minor variations listed above.

VOTE: 7 yea, 0 nay, 0 abstention.

*RESULT: The course aligns with CA1 criteria.*

### **ECON 2102W. Economic History of the United States**

Documents submitted for review include the Main Alignment Form, Content Area Form A for CA1, Supplemental A GenEd criteria in CLAS, a syllabus from Fall 2021, and the original CAR from 2004. The course is offered at Stamford, usually by the same instructor, thus little variation exists and the alignment forms claim no deviation from the original CAR. The original CAR also characterizes the course as less a “chronology” of the economic aspects of American history than the “application of economic perspectives and theories to the broader questions of history...[thus] the course...engages in investigations and historical/critical analyses of human experience as well as makes inquiries into philosophical and/or political history.” In particular, the CAR asserts, “economics and political theory are very much intertwined ...because it discusses the effect on institutions and organizations of alternative theories of government (e.g., the economic origins of the American Revolution)” or of slavery.

The syllabus charts a chronology of economic organizations and institutions from the American Colonial and Revolutionary eras to slavery, and from the impacts of the Industrial Revolution on transportation and agriculture—including labor—to the Depression and World Wars. Suggested research topics for student papers range from examining the “growth and decline of unions...during the 20<sup>th</sup> and 21<sup>st</sup> centuries” to “the impact of the three waves of the feminist movement on the economy within the workplace, and from the causes and impacts of the Depression on specific sectors to the causes and impact of COVID-19 on the economy. Thus, “since the course uses as its material the economic choices people have made over the [decades], it is very much concerned with day-to-day life in many different places and periods. In this respect, the course very clearly demands that students acquire some consciousness of the diversity of human culture and experience” listed as the first possible option for CA1 conformance.

While it was clear that the course meets broad goals of General Education courses, including becoming articulate, acquiring intellectual breadth and versatility and critical judgment, acquiring moral sensitivity, and awareness of their era and society as well as the diversity of human culture and experience, the CA1 subcommittee was somewhat divided on how to assess whether the course continuing to fulfill CA1 criteria. In general, committee members who voted “yes” agreed that the course speaks to the CA1 criteria for “investigations and historical/critical analyses of human experience.” But some committee members noted that they had to do considerable external research on the assigned texts and suggested research topics to arrive at this conclusion. As one reviewer noted, “Examining the effects on a specific sector during the Great Depression, or the growth and decline of unions in the 20th century, or the impact of the feminist movement on the economy—all suggest that the course will expect students to critically analyze human experience as it was impacted by economic policies. I would encourage the instructor to detail the writing requirements (especially as they relate to the suggested topic and themes) to clarify what primary and secondary sources must be used to ground the research so that it speaks to CA1 criteria.”

The Content Area Form was confusing and inconsistent. It claims that the course meets “2.b - Apply appropriate vocabulary and concepts for the description and analysis of artistic, literary, historical, socio-political and philosophical works. But, as one committee member noted, without a clearer outline of arts- or humanities-related

texts considered in addition to or articulated as part of the primary textbooks' and/or lectures' content [the exception was an essay in the secondary assigned text titled "The 'Wizard of Oz' as a monetary allegory" assigned under the unit on Agricultural Modernization..."], it was difficult to see how the course achieved this. Indeed, one no vote explicitly questioned "How is this a CA-1 course? We don't get much in the way of content from the syllabus, which is perfectly normal, but I'm having trouble seeing how the course meets either of the two measures it claims qualifies it for inclusion under CA-1," also noting "Criteria 2 was left empty even though in the documents there is a clear description of how the course meets these criteria."

In general, the CA1 subcommittee members were agreed that more information, a more detailed syllabus and materials—an articulation of learning objectives and how course topics and assignment met them [and, e.g., submission of sample exams] and a clearer articulation of how the course meets *both* criteria 1 and 2 for CA1 were needed. Indeed, it is not the job of the subcommittee to inform the proposer how their course meets the criteria, nor to read between the lines of the syllabus to convince themselves of its conformity to CA1 criteria.

VOTE: 4 yea, 3 nay, 0 abstention

*RESULT: The course aligns with CA1 criteria, although the decision was not unanimous, and clarifications are recommended.*

### **MAST 1200. Introduction to Maritime Culture**

The department has submitted for review the original CAR, the Course Overview form, CA1 Form, Supplement A, the syllabus, and discussion board prompts. This course is currently taught online, asynchronously, by only one faculty member, so the materials submitted are a full representation of how the course is currently taught. MAST 1200 was created to offer a specifically humanities-focused introduction to maritime culture, and to be "equal parts literature and history." The syllabus and discussion questions submitted fully align with the original stated intention of the course. Students are asked to critically analyze the experiences and philosophies of those whose lives are deeply engaged with the sea, to evaluate the impact of maritime culture on popular culture, and to analyze literary themes and devices. The content of the course draws on fiction, non-fiction and memoir, film, theatre, music, and poetry. The course clearly meets CA1 goals and aligns with its original intention.

The committee recommends continued CA1 designation for this course.

VOTE: 7 yea, 0 nay, 0 abstention

*RESULT: The course aligns with CA1 criteria.*

### **Content Area 2 – Social Science**

#### **ECON 1201. Principle of Microeconomics**

There was one concern about the clarity of the syllabus in communicating the fulfillment of Criterion 2 for ECON 1201. An edited quote from one subcommittee member states:

Criterion 2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face.

While the course easily checks off the methods portion of this criterion thanks to economic analysis that is introduced across the syllabi, we are somewhat unclear about the articulation of the consideration of ethical problems in the syllabi.

The ECON 1201.pdf and 1\_Main Form Gen Ed.doc mention positive vs normative theories (as “nonnative” in the latter), but we don’t see a uniform, explicit consideration of ethical problems across all the syllabi. It could be that the texts used cover these dimensions in appropriate depth, but an instructor may or may not cover some textbook material, so we feel that the syllabi should be improved to include language that guarantees coverage of the ethical dimensions.

We do find evidence that ethical dimensions are probably covered. Johnson’s syllabus includes special topics on minimum wages and monopolies like Amazon. Smirnova has a minimum wage debate. All have public goods and externalities. Still, I’m not sure these rises to “ethical problems social scientists face” since discussion could center entirely on efficiency (as Smirnova explains in the last course objective as a means for analyzing externalities and public goods).

The course is approved with a friendly recommendation. For example, one sentence like the following could assure that all instructors are aware that their course is responsible for covering the ethical dimension as required in criterion 2:

“As part of an introduction to the social sciences, this course will consider the social scientist's responsible use of economic concepts such as monopoly power, externalities, public goods, and price ceilings/floors (including minimum wage) in ethical debates and public decision-making among self-interested agents.”

*RESULT: The course align with CA2 criteria with recommendations.*

### **PSYC 1101. General Psychology II**

No notes.

*RESULT: The course aligns with CA2 criteria.*

### **Content Area 3 – Science and Technology**

#### **CHEM 1127Q. General Chemistry I**

##### **Summary:**

CHEM 1127Q is an introductory chemistry course. The basics of chemistry have been the same for a long time and there is no reason to believe that the current content differs in any major way from content included in syllabi submitted when the course was first approved. This is also confirmed in the submitted forms.

The only concern regarding the CA3 goals derives from criterion 3 (Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions). Although this criterion could easily be addressed in the course content, it is not uniformly described in the course syllabi. One form suggests batteries as an unresolved questions, which is apropos and reasonable. Another form suggests solubility in a very vague statement. The committee is worried about this specific CA3 goal and encourages regular exchanges between all instructors to ensure uniform standards in incorporating this specific goal in the courses.

##### **Syllabi comments:**

### *General education goals*

The course is taught at Storrs and all regional campus, except Torrington. The basic general education goals are fulfilled as much as can be expected. There are seven general education goals. Goals 4 (Acquire moral sensitivity) and 7 (Acquire consciousness of the diversity of human culture and experience) had no entries on the form supposed to describe the basic general education goals. This seems reasonable considering the nature of the course.

### *CA3-specific goals*

The course content has not changed since 2007 when the course was approved, according to the submitted forms.

The course is taught in a manner that is highly uniform at a specific campus, but varies between campuses.

Syllabi: The committee received ten syllabi for evaluation. We received 6 syllabi from Storrs courses, all essentially the same. One syllabus was outdated, used the old three-digit course number and did not identify which campus it was taught. The committee disregarded this syllabus, assuming the instructor no longer teaches the course. We also received syllabi from Stamford, Hartford and Avery Point.

Although there are differences in course books and lab topics between campus, the committee concludes that all courses fulfill the original course goals.

### *Delivery*

The only change since approval in 2007 is that a discussion section has been replaced with a lecture section. This is justified by student comments on the discussion section and seems reasonable.

### *Laboratory*

The lab section of the course fulfills the same goals as in the original proposal and adheres with CA3 goals.

*RESULT: The course aligns with CA3 criteria.*

## **PSYC 1100. General Psychology I**

### **Summary:**

PSYC 1100 is a core course introducing the scientific fundamentals of Psychology. As a 1000-level class, the basics of psychology are well-established, but there are numerous ways in which the discipline can be introduced with new findings and examples that are relevant to introductory students.

The committee has not all voted, but the current votes approve the alignment of PSYC 1100 as continuing to meet the CA3 criteria. The main concern seems to be in the variability of syllabi, particularly across campuses. We urge the department to make sure all versions of this class being taught meet the CA3 criteria.

### **Syllabi comments:**

#### *General education goals*

The course is taught at Storrs and all regional campus, except Torrington. The basic general education goals are fulfilled in most of the syllabi, but there is considerable variation in how this is expressed in the objectives stated from one syllabus to the next. All of the general education areas are addressed.

#### *CA3-specific goals*

The course content has not changed since 2004 when the course was initially approved, according to the submitted forms.

The course is taught in a manner that is highly variable from instructor to instructor and campus to campus, but the core objectives appear to meet the CA3 criteria for each version of the class.

Syllabi: The committee received five syllabi for evaluation: two from Storrs, one each from Avery Point, Hartford, and an online version.

Although there are differences in stated objectives, approach, course books, and topics between campuses, the committee concludes that all courses fulfill the original course goals.

#### *Delivery*

The classes are primarily delivered as lectures and/or online materials, with high variability in other activities and assessments ranging between laboratory activities (especially at the Storrs campus), online video, interactive activities, and participation as a research subject for extra credit.

#### *Laboratory*

Although the class is listed as CA3-Lecture, a lab section is part of the class when it is taught on the Storrs campus. It appears that the lab provides added, hands-on benefit to these classes, but the class is not set up to have a separate introductory Psychology class that would be a lab class fulfilling the CA-3L criteria.

*RESULT: The course aligns with CA3 criteria.*

### **Content Area 4 – Diversity and Multiculturalism**

#### **AAAS 3212. Asian American Literature**

Based on the readings, it seems like the course has wide range across Asian populations (East, Southeast, and South). Is there benefit to highlighting that explicitly given historic tendencies to treat South Asians as distinct from East and Southeast Asian groups? The instructor alludes to the Korematsu decision that upheld the constitutionality of Japanese internment during WWII--along with Plessy v Fergusson, the most egregious miscarriage of Supreme Court jurisprudence in US history, but unlike Plessy, which was overturned by Brown v Board of Ed, the Korematsu decision still technically stands as precedent despite widespread contemporary condemnation. But, even previous to that, the Supreme Court (Ozawa v US) upheld California law that made it illegal for immigrant Asians to own farmland on the grounds that only Whites and Blacks could be US naturalized citizens. In a subsequent case just one year later, an Indian American (Thind v US) sued for naturalized citizenship claiming northern high caste Indians were Caucasian, but the Supreme Court rejected that argument and decided that South Asians were also ineligible for naturalized citizenship (birthright citizenship had been established two decades earlier in the Ark case). In any event the treatment of South Asian populations, themselves greatly varied, viz a viz other Asians is obviously very interesting and may warrant a mention in the syllabus or course description.

*RESULT: The course aligns with CA4 criteria.*

#### **AFRA 3505. White Racism**

No notes

*RESULT: The course aligns with CA4 criteria.*



### **AMST 1201. Introduction to American Studies**

As would be expected from a course taught by multiple faculty from different departments, each with different areas of expertise, there is a great deal of variation in the content coverage across the syllabi that were provided. To increase the clarity of how each course offering (1) satisfied specific objectives of the Multiculturalism and Diversity requirement and (2) the material that gave voice to the populations being studied, we would strongly recommend that instructors develop a common syllabus structure that addressed these points even as they used a variety of particular examples. The submission documents that explained how the course met the CA-4 requirements and especially the syllabus provided by Prof. Vials seemed like an excellent foundation for doing so.

This would not only benefit students, who could clearly identify how any instance of the course was meeting the Multiculturalism and Diversity objectives, but also make subsequent alignment reviews easier to prepare and critique, as the faculty member in charge of submission could present to this subcommittee a justification taken directly from the syllabus of the form: "These are the Multiculturalism and Diversity objectives that every course version addresses. In the course taught by Instructor X, this is met in topics A, B, C using material a, b, and c. In the course taught by Instructor Y, etc."

*RESULT: The course aligns with CA4 criteria.*

### **PSYC 3102. Psychology of Women**

The two syllabi included made no reference to diversity and multiculturalism and there was no description of the readings for us to assess their ability to reflect diverse experiences and interpretations. We asked the faculty for more information and we found the changes they made to the syllabus acceptable.

*RESULT: The course aligns with CA4 criteria.*

### **Quantitative Competency**

#### **CHEM 1127Q. General Chemistry I**

The committee members agreed that the courses easily meets the three Q criteria and there really wasn't anything to discuss. Course syllabi explained how these criteria are met (using algebra for CHEM 1127Q, calculus for ECON 2211Q, and statistics for PSYC 2011WQ).

*RESULT: The course aligns with Q criteria.*

#### **ECON 2211Q. Microeconomic Theory**

The committee members agreed that the courses easily meets the three Q criteria and there really wasn't anything to discuss. Course syllabi explained how these criteria are met (using algebra for CHEM 1127Q, calculus for ECON 2211Q, and statistics for PSYC 2011WQ).

*RESULT: The course aligns with Q criteria.*

### **PSYC 2100WQ. Principles of Research in Psychology**

The committee members agreed that the courses easily meets the three Q criteria and there really wasn't anything to discuss. Course syllabi explained how these criteria are met (using algebra for CHEM 1127Q, calculus for ECON 2211Q, and statistics for PSYC 2011WQ).

*RESULT: The course aligns with Q criteria.*

### **Writing Competency**

#### **ACCT 4997W. Senior Thesis in Accounting**

The materials originally did not align, but materials received subsequently did align.

*RESULT: The course aligns with W criteria.*

#### **AFRA 4994W. Senior Seminar**

No notes.

*RESULT: The course aligns with W criteria.*

#### **ECON 2102W. Economic History of the United States**

The materials originally did not align, but materials received subsequently did align.

*RESULT: The course aligns with W criteria.*

#### **MARN 4030W. Chemical Oceanography**

The submitted syllabus is missing the F clause. This syllabus needs to make clear that students will be required to submit a minimum of 15 pages (or 4500 words) of revised writing. This syllabus does not make clear the relation between writing and learning in the course.

*RESULT: The course does NOT align with W criteria.*

#### **PSYC 3100W. The History and Systems of Psychology**

The submitted syllabus does not make clear the relation between writing and learning. The syllabus does not make clear the feedback process. It is also unclear how the 15 page (4500 word) requirement will be met.

*RESULT: The course does NOT align with W criteria.*

#### **SLHS 4254W. Introduction to Language Disorders in Children\***

\*Note: This course was a rollover from last year's alignment that now meets criteria.

No notes.

*RESULT: The course aligns with W criteria.*