University Senate Curricula and Courses Committee Minutes
September 26, 2022, 12:30pm-2:00pm
Meeting Subtitles: "Listen All Y'all, It's [Not] a Sabotage" or
"Marc Fears there will be Curricular Drag Racing if Curricular Speedbumps are Removed" or
"The Committee Had Way Too Much Fun with TRUCK and CAR Metaphors"

I. **Prologue**
   A. Welcome
   B. Minutes for September 12, 2022 were eApproved

L. Hanzlik motioned to approve. S. Rusch seconded. Minutes were approved unanimously.
   C. We will next convene in the electronic ether on October 10, 2022

II. **Chapter One**

   A. University Senate – The Senate met virtually and got a series of reports from President about admissions and our incoming class. In short, the semester is off to a strong start.
   B. Senate Executive – The group met with Chairs of the committees to discuss what they are working on right now. In short, everyone is very busy.

III. **Chapter Two**
   A. UICC (M. Hatfield) – The group has not met yet.
   B. Honors Board of Associate Directors (E. Schultz) – The group has met, but E. Schulz was unable to attend.
   C. Scholastic Standards (S. Rusch) – The committee is considered initiatives like the Anti-Black Racism course, and the renumbering of experiential learning courses.
   D. GEOC (P. Bedore) – GEOC met, but there are no major reports at this time. Senate C&C will discuss one item that GEOC considered later in the meeting.

IV. **Chapter Three**
   A. New 1000- and 2000-Level Courses:
      1. Motion to add (M. Hatfield, S. Rusch) HIST 2456 Power and Resistance: History of Eastern Europe [CA4-Int] (#12645)
         Proposed Catalog Copy
         HIST 2456. Power and Resistance: History of Eastern Europe
         3.00 credits
         Prerequisites: None
         Grading Basis: Graded
         Political, social, and intellectual history of Eastern Europe. Main themes include imperial legacies, national identity and state-building, minority identities and politics, democracy, nationalism, fascism, communism, genocide, and war. Special attention to the politics of diversity versus nationalism, political ideologies, dissent and resistance, and contributions to the understanding of rights. CA 4-INT.

Discussion
- Syllabus notes:
  - Participation is a substantial percentage of the course grade. Mid-semester formative assessment of participation is a good idea! Is completion of the individual and group in-class exercises sufficient to earn a good grade or is asking questions also necessary? If so, consider provide more detail on what students must do to perform well for this component.
  - Grading scale: a cutoff of 93% is more conventional for A- to A, given that 3.7 (the grade point for an A-) is 92.5% of 4.
- Members appreciated the addition of GEOC's comments in the CAR.

The motion to add HIST 2456 (#12645) was approved unanimously.

B. Revised 1000-and 2000-Level Courses:
  1. Motion to revise (L. Hanzlik, S. Rusch) DMD/HDFS 2620 Human Development, Digital Media, and Technology [CA2, CA4] (#13165) [Add HDFS Cross-Listing]
  Current Catalog Copy
  DMD 2620. Human Development, Digital Media, and Technology
  3.00 credits
  Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation: HDFS 1070 or DMD 2010.
  Grading Basis: Graded
  Social, economic, and cultural influences on youths' interactions with, and use of, technology for formal and informal learning. Examples include media literacy, digital divide, technology in education, cyberbullying, and other issues that have emerged since the rise of the World Wide Web and growth of social media. CA 2. CA 4.

  Revised Catalog Copy
  DMD 2620. Human Development, Digital Media, and Technology
  Also offered as: HDFS 2620.
  3.00 credits.
  Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation: HDFS 1070 or DMD 2010.
  Grading Basis: Graded
  Social, economic, and cultural influences on youths' interactions with, and use of, technology for formal and informal learning. Examples include media literacy, digital divide, technology in education, cyberbullying, and other issues that have emerged since the rise of the World Wide Web and growth of social media. CA 2. CA 4.

  HDFS 2620. Human Development, Digital Media, and Technology
  Also offered as: DMD 2620.
  3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation: HDFS 1070 or DMD 2010.

Grading Basis: Graded

Social, economic, and cultural influences on youths' interactions with, and use of, technology for formal and informal learning. Examples include media literacy, digital divide, technology in education, cyberbullying, and other issues that have emerged since the rise of the World Wide Web and growth of social media. CA 2. CA 4.

Discussion

- One member asked about continuing to include ENGL 2011 in the prereqs list of FYW courses. The course is still active, so we should keep it in for now. It is not currently being offered, but it has not yet been deleted.

Motion to revise DMD/HDFS 2620 (#13165) was approved unanimously.

2. Motion to revise (J. Chandy, S. Rusch) POLS/WGSS 2807 Women and the Law [W] (#13505) [Add WGSS Cross-Listing]

Current Catalog Copy

POLS 2807. Women and the Law

3.00 Credits.

Prerequisites: None.

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

Grading Basis: Graded

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

Revised Catalog Copy

POLS 2807. Women and the Law

Also offered as: WGSS 2807

3.00 Credits.

Prerequisites: None.

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

Also offered as: WGSS 2807W

3.00 Credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
The development of constitutional and statutory standards for treatment of women under the law in the United States.

WGSS 2807. Women and the Law
Also offered as: POLS 2807
3.00 Credits.
Prerequisites: None.
Grading Basis: Graded
The development of constitutional and statutory standards for treatment of women under the law in the United States.

WGSS 2807W. Women and the Law
Also offered as: POLS 2807W
3.00 Credits.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
The development of constitutional and statutory standards for treatment of women under the law in the United States.
Discussion
- Syllabus notes:
  - Participation, as engagement out of class and in-class participation, is nearly half of the course grade. Consider providing information on how these components are assessed so that students know what they need to do to perform well.

Motion to revise POLS/WGSS 2807 (#13505) was approved unanimously.

C. The General Education Oversight Committee recommends addition of the following 3000-and 4000-level courses to General Education:
   1. Motion to add (E. Schultz, S. Rusch) PHIL 3212E Philosophy and Global Climate Change [EL] (#13265)

Proposed Catalog Copy
PHIL 3212E. Philosophy and Global Climate Change
3.00 Credits
Prerequisites: One 3-credit course in Philosophy at the 1100-level
Grading Basis: Graded
Ethical, epistemological, and conceptual issues raised by global climate change. The nature of scientific inquiry; role of models in scientific explanation; sources of uncertainty in climate projections; objectivity and values in science; decision-making under risk and uncertainty; obligations to future generations; global justice and burden sharing; individual versus collective responsibility for carbon emissions; the ethics of geoengineering.
Discussion

- There was a question about the prereqs. Should they be a little more specific? There are a couple of 2000-level courses without prereqs in PHIL that could conceivably be used as prereqs, for example. One member suggested that "…at the 1100-level or higher" might be appropriate.

The motion to add PHIL 3212E (#13265) was approved unanimously.

D. The General Education Oversight Committee recommends revision of the following 3000-and 4000-level courses within or into General Education:

1. Motion to revise (D. Ouimette, M. McKenzie) HIST/AASI 3842 History of Vietnam[CA1, CA4-Int] (#1047) [Revise level and prereqs; add CA1 & CA4-Int]
   Current Catalog Copy
   HIST 3842. History of Vietnam
   Also offered as: AAAS 3842
   3.00 credits
   Prerequisites: Open to sophomores or higher.
   Grading Basis: Graded
   Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam.

   AAAS 3842. History of Vietnam
   Also offered as: HIST 3842
   3.00 credits
   Prerequisites: Open to sophomores or higher.
   Grading Basis: Graded
   Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam.

   Revised Catalog Copy
   HIST 2842. History of Vietnam
   Also offered as: AAAS 2842
   3.00 Credits
   Prerequisites: None
   Grading Basis: Graded
   Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam. CA 1. CA 4-INT.

AAAS 2842. History of Vietnam

Also offered as: HIST 2842

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam. CA 1. CA 4-INT.

Discussion

- Syllabus notes:
  - Most of the outcomes in the course objectives portion of the syllabus are not assessable; 'understand', 'appreciate' and 'better analyze' do not indicate what students can do to demonstrate what they have learned.

Motion to revise HIST/AASI 3842 (#1047) was approved unanimously.

2. Motion to revise (M. McKenzie, E. Schultz) HIST/AASI 3845 The Vietnam War [CA1, CA4-Int] (#1048) [Add CA1 & CA4-Int]

Current Catalog Copy

HIST 3845. The Vietnam War

Also offered as: AAAS 3845

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy.

AAAS 3845. The Vietnam War

Also offered as: HIST 3845

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy.

Revised Catalog Copy

HIST 3845. The Vietnam War
Also offered as: AAAS 3845
3.00 credits
Prerequisites: Open to sophomores or higher.
Grading Basis: Graded
Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy. CA 1. CA 4-INT.

AAAS 3845. The Vietnam War
Also offered as: HIST 3845
3.00 credits
Prerequisites: Open to sophomores or higher.
Grading Basis: Graded
Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy. CA 1. CA 4-INT.
Discussion
- Syllabus notes:
  - Most of the outcomes in the course objectives portion of the syllabus are not assessable; 'understand', 'appreciate' and 'better analyze' do not indicate what students can do to demonstrate what they have learned.

Motion to revise HIST/AASI 3845 (#1048) was approved unanimously.

E. New 1-credit 'Pop-Up' Courses:
1. Motion to add (D. Ouimette, J. Chandy) UNIV 3088 Variable Topics: Exploring the Entrepreneurial Perspective (#14525)
   Course Description
   Topic: Exploring the Entrepreneurial Perspective
   Describe how market forces enable entrepreneurial opportunities to flourish. Identify components in a vibrant entrepreneurial ecosystem. Recognize examples of ways individuals might demonstrate entrepreneurial behavior. Recognize entrepreneurial biases that may constrain growth. Analyze business models for effectiveness within an entrepreneurial opportunity. Evaluate entrepreneurial career opportunities and pathways best aligned with individual strengths and weaknesses. Identify the entrepreneurial resources and opportunities at the University of Connecticut.
   Discussion

- It was clarified that this course was a 1-credit pop-up course being offered under the UNIV 3088 Variable Topics shell. The description is not official catalog copy, but would probably appear in the notes section of Student Admin.
- One member had some notes on the description, and we should still provide this feedback to proposer.
- One member noted that the course mirrors one that currently exists by the same instructor. Should we be creating pop-up courses based on courses that already exist? Since the instructor is the same, this course is less likely to ruffle any feathers, but we should consider overlap with existing courses moving forward.
- UICC approved this course according to the CAR form, but Senate C&C members who also serve on UICC noted that they did not vote on the course. It appears to have received Chair review. We need to clarify the procedure for these courses.

The motion to add UNIV 3088 (#14525) was approved unanimously.

V. **Chapter Four**
   A. Implementation Document & Fiscal Impact Statement
   - One member expressed respect and admiration for S. Wilson's work on this document.
   - There were some comments on the admin support section of the appendices. Some clarifications are forthcoming.
   - S. Wilson related that the Fiscal Impact statement reflected the Budget Committee's view that this will be a costly project, and that they wanted to make sure that it was adequately supported.

E. Schultz motioned to approved the Implementation Plan. L. Hanzlik seconded. The motion passed unanimously.

   B. Popup Courses: Working Group and Assessment?
   - One member suggested that we should consider forming a faculty review board to review courses like this. In general, we need to solidify a process for reviewing pop-up courses.
   - We should survey faculty who have already developed these courses and get feedback on what would have been helpful to them during this process.
   - Whatever we decide to put in place for a workflow, it needs to be responsive. These courses generally need a quick turnaround.
   - Other factors to consider are faculty compensation and course shelf-lives.
   - The Anti-Black Racism (ABR) course is supposed to run again this semester, but two of the founding faculty left the university. The faculty agreed to let us to use their intellectual property.
   - One member asked in the chat if the pop-up courses are effective.
   - There appear to be four themes that we need to address with regard to pop-up courses: compensation & workload, shelf-life & sustainability, review process & workflow, and assessment & evaluation.

- Some courses seem like one-timers, but maybe we only need to review ones with the potential to become part of the permanent catalog.
- SEC likely needs to form a task force. P. Diplock can draft a document that shares what we already know.
- It was noted that we should have someone from ODEI on this task force. P. Diplock will reach out to Frank Tuitt, since so many of these courses touch on issues in this sphere.
- Some people may be concerned that having the courses only be one credit risks trivializing something that is very important.
- P. Diplock and S. Wilson can work on some sort of proposal that we can take to SEC.

C. Presentation on a Proposed "TRUCK" Curricular Review Process – Steve Stifano
- S. Stifano presented a new process for making similar small changes to bulk batches of courses.
- One member felt like some criteria were very straightforward (e.g. number and prereq changes). As we get into title and catalog copy changes, though, it seems like the changes become more specific and more in need of review.
- Title or catalog copy changes seem like they would have to also include significant syllabus changes? Not necessarily.
- Courses can always be removed from the TRUCK and sent back to be submitted as CARs if committees determine that the changes are more substantive.
- One member noted in the chat, "Committees can use the runaway TRUCK ramp to send these back for CARs."
- One member note that a TRUCK would only be used for changes that were similar, e.g. changing "latina/o" to "latinx" in multiple course titles or descriptions.
- There was concern from the Office of the Registrar about removing some of these "speedbumps." We need to be realistic about what the Registrar's Office can handle in terms of processing changes.
- It was noted that – at least at this time – the departments who want to make bulk changes will do it one way or another. The changes are coming, so this would just affect the amount of paperwork that needs to be processed.
- One person suggested a "letter of intent" process that departments would need to complete before they were allowed to use a TRUCK. This would add a speedbump back in and give both curriculum committees and the Registrar's Office a heads up about incoming bulk changes. We could also limit the amount of these changes allowed to happen in a given semester or year.
- One member noted a certain heterogeneity in the workflow, in particular, Gen Ed versus non-Gen Ed courses. S. Stifano explained that he envisioned a Master List of changes, plus sub-lists that break out courses into different workflows.
- In was noted that people reach out to the Registrar to ask about how to use the CAR, even though it is not their system.

- S. Wilson asked members how far away they are from being comfortable with the proposal. Some members were more comfortable than others. A few members expressed more advanced feelings of discomfort.
- So what are the next steps? Should we sit on this and come back? Narrow down the proposal regarding title and course description language? S. Stifano will adjust the proposal with regard to course titles and descriptions, and he will draft a letter of intent process that will try to discourage too many departments from seeking bulk changes.

Attendance (in bold): Suzanne Wilson (Chair), **John Chandy, Louis Hanzlik, Matt McKenzie**, **Tina Reardon**, **Pam Bedore** (Ex-Officio), **Peter Diplock** (ex-officio), **Marc Hatfield, David Ouimette, Sharyn Rusch, Eric Schultz**, Steve Stifano (C&C Chair), *Terra Zuidema (Registrar alternate)*

Respectfully submitted by Karen McDermott