

University Senate Curricula and Courses Committee Minutes

October 17, 2023 – 2:00pm-3:30pm

Meeting Subtitles: “Let’s Get Ready to Rumble! Matt and Dan Plan their Arm Wrestling Match”
or “There’s a Form for That” or “The First Course Migration Passes”

I. Preliminaries

- A. Welcome
- B. Minutes for October 3, 2023
 - No edits were suggested.

M. McKenzie motioned. L. Hanzlik seconded. The Minutes were approved as submitted.

- C. We will next convene in the electronic ether on October 31, 2023.

II. Chair Reports (G. Nanclares)

- A. University Senate – The committee has not met.
- B. Senate Executive - The committee has not met.

III. Member Reports

- A. UICC (M. Hatfield) – The committee has not met.
- B. Honors Board of Associate Directors (S. Wilson) – The committee has not met.
- C. Scholastic Standards (S. Rusch) – There was discussion of grades and the academic calendar.
- D. CCC+ (P. Bedore) – Course grants are due November 17. CCC+ will host [workshops on grant submission](#) this week. CCC+ will voting on Common Curriculum Program Learning Objectives (PLOs) soon. They are also still talking about course reserve caps, and they will be talking about the course review process at the next meeting.
 - One member wanted to know what CCC+ will be looking for in the TOI justification. Look at the TOI-5 tab of the ENVE course below. That is an ideal.
 - Will there be a record of TOI rejections? Yes.

IV. General New Business

- A. New 1000- and 2000-level Courses:
 - 1. Motion to add (D. Mercier, L. Hanzlik) ENGR 1195 Special Topics in Engineering (#20046)
Proposed Catalog Copy
ENGR 1195. Special Topics in Engineering
1.0-6.00 credits | May be repeated for up to 6 credits.
Prerequisites: Prerequisites and recommended preparation vary.
Grading Basis: Graded Classroom and/or laboratory course in special topics as announced in advance for each semester.
 - 2. Motion to add (D. Mercier, L. Hanzlik) ENGR 2195 Special Topics in Engineering (#20047)
Proposed Catalog Copy
ENGR 2195. Special Topics in Engineering
1.0-6.00 credits | May be repeated for up to 6 credits.
Prerequisites: Prerequisites and recommended preparation vary.

Grading Basis: Graded Classroom and/or laboratory course in special topics as announced in advance for each semester.

Discussion

- The courses were considered together.
- Does repeatability need to specify credits? The Office of the Registrar will automatically add this.
- There's a special form to add course shells like this:
<https://changecatalog.uconn.edu/experiential-course-form/>

Motion to add ENGR 2195 (#20047) and ENGR 2195 (#20047) was approved unanimously.

V. Common Curriculum Transitions

A. Common Curriculum Course Transitions

1. Motion to transition (S. Rusch, S. Wilson) ENVE 1000E Environmental Sustainability (CA2, EL to TOI-4, TOI-5)

Discussion

- Will the E be removed eventually when the old gen eds phase out? Yes, the understanding is that it will go away.

Motion to transition ENVE 1000E was approved unanimously.

VI. Continuing Business

A. Archived Course Proposal - Revised

- One member noted that the approval to move a course off the to-archive list should remain at the department level rather than the school/college level. There was general agreement.
- The words "or designee" will also be added regarding department heads.
- One member cautioned that a department should only be able to stop the archiving process if there is concrete plan to offer the course imminently.
- How hard would it be to mention in the catalog the last time a course offered? There was discussion of this, but it was suspended, both because of this initiative and because of CourseLeaf. It's doable to list it, but there were some questions and caveats.
- Years ago we used to list the faculty who taught courses. One member liked having that listed. Students would come and ask about when a course was being offered, and that would urge him to offer a course. The Office of the Registrar would be willing to have that conversation, but mechanisms would need to be put in place to keep listings current.
- USG would like syllabi uploaded to a repository. This proposal has not moved past USG yet. Whether it is approved in the University Senate will determine the level of compliance.

- For reference, there is a list of archived courses at <https://changecatalog.uconn.edu/reports/>.

L. Hanzlik motioned. M. Hatfield seconded. The proposal was approved as amended.

B. Report on Pop-up Courses

Google Doc: https://docs.google.com/document/d/1b7qP_dpVSKzf6AkM-BWZ0UHOyxrTyr/edit?usp=sharing&ouid=102121621411999361156&rtpof=true&sd=true

- It was noted that Peter Diplock's name needed to be added in one area of the document.
- It was hard to get faculty to understand genuine interdisciplinarity when creating these courses.
- Some committee that understands how to act wisely but urgently needs to be in charge of these courses.
- Senate C&C should make three recommendations regarding 1) who oversees these courses, 2) how they should be taught, and 3) how they are assessed.
- Should the UICC be the overseeing the body? Yes. Several members thought that UICC should get them.
- UICC should also be tasked with coming up broad Student Learning Outcomes (SLOs) for the pop-up courses.
- One member suggested that broad, pre-determined SLOs are limiting and make it seem as though faculty are not doing their jobs.
- One member noted that SLOs are written by faculty.
- One member noted that determining common SLOs for pop-up courses might help determine whether a course fits the guidelines for offering.
- One member noted that there is no way to measure the "serendipity" that happens in a course. Course success should not be limited by the learning objectives. Assessment should measure where a course actually goes, not where we think it should go.
- One member noted that we have an obligation to measure what our students are learning. Students need to come out of a course with the same skills and competencies that all other students taking that course come out with.
- There is some disagreement about how the above can be done most effectively.
- One member expressed that Student Evaluations of Teaching (SETs) are not really accurate measures of course success. It was clarified that SETs (evaluations of the teaching of a course) are different than course assessment (evidence of student learning in a course).

C. Academic Programs Glossary of Terms

J. Schulman motioned to adjourn. M. McKenzie seconded. The motion passed unanimously.

In Attendance (in bold): **Gustavo Nanclares** (Chair), **Dorothea Anagnostopoulos**, **Pam Bedore** (Ex-officio), John Chandy, **Sarah Croucher**, **Louis Hanzlik**, **Marc Hatfield**, **Matt McKenzie**, **Dan Mercier**, David Ouimette, Tina Reardon, **Sharyn Rusch**, **Josh Schulman**, **Steve Stifano**, **Suzanne Wilson**, Terra Zuidema (Registrar alternate)

Respectfully submitted by Karen McDermott