University Senate Curricula and Courses Committee Minutes
November 14, 2023 – 2:00pm-3:30pm
Meeting Subtitle: "If the CC Launch is Successful We'll 'Reflect.' If It's Not, We'll 'Autopsy.'"

I. Preliminaries
A. Welcome
B. Minutes for October 31, 2023
- No edits were suggested.

M. McKenzie motioned. D. Mercier seconded. The Minutes were approved as submitted with one abstention.

C. We will next convene in the electronic ether on November 28, 2023.

II. Chair Reports (G. Nanclares)
A. University Senate – The Senate has not met.
B. Senate Executive – The question of archiving courses was brought back pending more information about where this policy came from and where it lives.

III. Member Reports
A. UICC (M. Hatfield) – There has been no meeting.
B. Honors Board of Associate Directors (S. Wilson) – There has been no meeting.
C. Scholastic Standards (S. Rusch & S. Croucher) – The committee discussed bunched finals and the academic calendar.
D. CCC+ (P. Bedore) – P. Bedore has several questions she wanted to bring to Senate C&C:
   ➢ How can we recognize the work CCC+ members are doing this year?
   - One member suggested CCC+ members should be paid for their work.
   - We should ask members what kind of relief they might appreciate. We can also contact department heads to see if there's anything they can do to give faculty a break. Time is often more valuable than money.
   - Funds for faculty research accounts was suggested.
   - One member suggested a course release so that members can take time to talk to departments about the TOIs and CC in general.
   - K. McDermott noted in the chat that With 523 courses logged, the TOI count is as follows:
     o TOI-1 = 51
     o TOI-2 = 283
     o TOI-3 = 164
     o TOI-4 = 79
     o TOI-5 = 147
     o TOI-6 = 50
     o TOI-6L = 12
   ➢ Accessibility – None of our syllabi pass, and we haven't been asked to do this. Where do we go from here?

- We need to be mindful of how faculty will receive this feedback.
- Should there be consultation from other sources? Who should we consult? We need to go back to the departments and engage in good-faith discussions. Faculty are more likely to listen to others in their discipline.

➢ TOI-6 is wrestling with what constitutes "science"? Does logic equal empirical inquiry?
- Meaningful representation on the subcommittees is important. We need to let everyone weigh in when there is controversy like this.
- We need to be sure to conduct a Common Curriculum "autopsy" of lessons learned.

➢ Themes – Guidelines and governance.
- CCC+ has regular reporting points. It needs to proactively solicit feedback from a broad set of constituencies.
- Is there a way students can suggest Themes? A faculty sponsor was suggested.
- One member noted in the chat, "The pop up courses came from three different directions: students, the central admin, and faculty. I'd want to make sure that students had the right to express their ideas about themes independent of being required to find a faculty sponsor first."
- One member suggested creating a space where people can make suggestions that everyone would have access to. This can be a place on the CC website that is advertised on the Daily Digest.

IV. General New Business
A. Revised 1000- and 2000-level Courses:
1. Motion to revise (J. Schulman, M. Hatfield) ENGL 1003 Academic Literacies for Multilingual Students (#19585) [Revise repeatability]

Current Catalog Copy
ENGL 1003. Academic Literacies for Multilingual students
3.00 credits May be repeated for credit.
Prerequisites: None.
Grading Basis: Graded
Development of rhetorical skills required for university work for multilingual students.

Revised Catalog Copy
ENGL 1003. Academic Literacies for Multilingual students
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Development of rhetorical skills required for university work for multilingual students.

Discussion
- What is the size of the impact? Is there a large section of the international population that counts on being able to take this course for additional credits? We need to find a way to communicate this to the target population.

- P. Bedore noted that ENGL did an assessment a while back and found that most students were just taking the course for a better grade. However, repeat forgiveness does not apply to courses retaken for credit. The first grade does not go away.
- One member asked about students who have potentially needed to take the course multiple times. It was noted that right now student can only take it twice.

Motion to revise ENGL 1003 (#19585) was approved unanimously.

Post-meeting note: This courses was returned for additional revisions based on later discussion.

2. Motion to revise (M. Hatfield, J. Schulman) JOUR 2065 Mobile Storytelling (#21126) [Revise prereqs & description]
Current Catalog Copy
JOUR 2065. Mobile Storytelling
3.00 credits
Prerequisites: Recommended preparation: JOUR 1002, which may be taken concurrently.
Grading Basis: Graded
Entry-level photojournalism course that develops aesthetic and technical skills for storytelling using mobile equipment such as smartphones.

Revised Catalog Copy
JOUR 2065. Mobile Journalism
3.00 credits
Prerequisites: Recommended preparation: JOUR 1002 and JOUR 2000W, which may be taken concurrently.
Grading Basis: Graded
Entry-level multimedia skills course that develops aesthetic and technical skills for storytelling using mobile devices such as smartphones. Capturing and editing photos, audio, and video; practice producing journalistic content for social media platforms.

Discussion
- If this is a new course, how does it affect current JOUR students? Requirements are based on catalog year. The course would affect next year's students.
- The committee did some minor editing of the catalog copy to adhere to best-practices.

Motion to revise JOUR 2065 (#21126) was approved unanimously.

3. Motion to revise (J. Schulman, J. Chandy) BLAW/BADM 2238 Legal Aspects of Name, Image, and Likeness Representation (#21966) [Revise title and description]
Current Catalog Copy
BLAW 2238. Legal Aspects of Name, Image, and Likeness Representation
Also offered as: BADM 2238
3.00 credits
Prerequisites: Open only to business majors.

The legal and ethical environment of Name, Image and Likeness Representation (NIL). The role of contract law, data privacy and integrity, trademark and intellectual property law, and the principal-agent relationship. Legal and regulatory questions related to Federal Trade Commission rules, laws regulating false and misleading advertising as well as rules specific to celebrity endorsements will also be discussed. Ethical issues related to NIL will be explored.

BADM 2238. Legal Aspects of Name, Image, and Likeness Representation
Also offered as: BLAW 2238
3.00 credits
Prerequisites: Open only to non-business majors.
Grading Basis: Graded
The legal and ethical environment of Name, Image and Likeness Representation (NIL). The role of contract law, data privacy and integrity, trademark and intellectual property law, and the principal-agent relationship. Legal and regulatory questions related to Federal Trade Commission rules, laws regulating false and misleading advertising as well as rules specific to celebrity endorsements will also be discussed. Ethical issues related to NIL will be explored.

Revised Catalog Copy
BLAW 2238. Legal Aspects of Personal Brand Management
Also offered as BADM 2238
3.00 credits
Prerequisites: Open only to business majors.
Legal issues related to personal brand management. The role of contract law, data privacy and integrity, trademark and intellectual property law, rights of publicity, ethical issues, the principal-agent relationship, and related topics. Experience in identifying and critically assessing legal challenges that arise from personal brand management and understanding how to reach concrete solutions to legal problems.

BADM 2238. Legal Aspects of Personal Brand Management
Also offered as BLAW 2238
3.00 credits
Prerequisites: Open only to non-business majors.
Grading Basis: Graded
Legal issues related to personal brand management. The role of contract law, data privacy and integrity, trademark and intellectual property law, rights of publicity, ethical issues, the principal-agent relationship, and related topics. Experience in identifying and critically assessing legal challenges that arise from personal brand management and understanding how to reach concrete solutions to legal problems.
Discussion
- The committee did some minor editing of the catalog copy to adhere to best-practices.

Motion to revise BLAW/BADM 2238 (#21966) was approved unanimously.

    B. Revised S/U Graded Courses:

       1. Motion to revise (S. Wilson, M. Hatfield) SAAS 291 Professional Internship (#20466) [Revise description]

Current Catalog Copy
SAAS 291. Professional Internship
1.00 - 6.00 credits
Prerequisites: None.
Grading Basis: Satisfactory/Unsatisfactory
Open only for third semester students with consent of instructor and Department Head. Total credits allowed toward graduation requirements are restricted as outlined in Ratcliffe Hicks section. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Revised Catalog Copy
SAAS 291. Professional Internship
1.00 - 6.00 credits
Prerequisites: None.
Grading Basis: Satisfactory/Unsatisfactory
Open to sophomores or higher with instructor consent. Total credits allowed toward graduation requirements are restricted as outlined in Ratcliffe Hicks section. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Discussion
- M. Hatfield wasn't sure of the distinction between third semester students and sophomores. He checked and confirmed the word sophomore is appropriate for Ratcliffe Hicks students.

Motion to revise SAAS 291 (#20466) was approved unanimously.

    V. [Common Curriculum Transitions](#) (Click link to access SharePoint site)

       1. Common Curriculum Direct Transitions

          a. PHIL 1108E Environmental Philosophy [CA1, EL to TOI-4]
          b. PHIL 3212E Philosophy and Global Climate Change [EL to TOI-4]

Discussion
- There was some agreement that the grading system in PHIL 1108E is confusing. The instructor should add a grade conversion chart.
- From the student perspective, it's unclear what they're being graded on. The specifications should be spelled out.

Motion to approve (J. Schulman, S. Rusch) Common Curriculum Transitions was approved unanimously.

       2. Common Curriculum Courses NOT Transitioning (FYI Only – No Action Required)

a. PHIL 1165W Philosophy and Literature [CA1, W] (Dept will keep active and phase out)

b. EPSY 2450/W Whole Child, School, and Community: Linking Health and Education [CA2, W] (Archiving?)

VI. Other Business

1. Motion to approve (J. Schulman, D. Ouimette) Program Learning Objectives (PLOs) for Common Curriculum

2. Motion to approve (J. Schulman, S. Rusch) Required Student Learning Objectives (SLOs) for Writing (W) Courses

   - One member asked about keeping the structure the same in the documents. The PLOs can be different, but the structure for the W SLOs will mirror the TOIs.

Both motions were approved unanimously.

In Attendance (in bold): **Gustavo Nanclares (Chair),** Dorothea Anagnostopoulos, **Pam Bedore** (Ex-officio), **John Chandy**, Zach Claybaugh, Sarah Croucher, Louis Hanzlik, **Marc Hatfield, Laurie McCarty, 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