

University Senate Curricula and Courses Committee Minutes

August 28, 2025, 3:00pm-4:30pm

Meeting Subtitle(s): “This Will be a Short Meeting...Just Kidding!”

Meeting called to order at 3:01pm

I. Preliminaries

- A. Welcome, Introductions, and Orientation
- B. Minutes for May 8, 2025 were eApproved
- C. We will convene in the electronic ether on September 11, 2025?
Fall 2025 Meetings: Thursdays from 3:00pm-4:30pm
August 28, 2025
September 11, 2025
September 25, 2025
October 9, 2025
October 23, 2025
November 6, 2025
November 20, 2025
December 4, 2025

II. Chair Reports (D. Valente)

- A. University Senate – The committee has not met yet.
- B. Senate Executive – SEC meets tomorrow for the first time.

III. Member Reports

- A. UICC (M. Hatfield) – The committee has not met yet.
- B. Honors Board of Associate Directors (D. Mercier) – The committee has not met yet.
- C. Scholastic Standards (S. Croucher) – The committee has not met yet.
- D. CCC+ (J. Kleinman) – CCC+ had its first meeting on Monday and sent out charges to all its subcommittees. This is the last year they expect an increased number of course approvals. Other priorities for CCC+ will be working on Student Learning Objectives (SLOs) and assessment.

IV. New Business (Non-CC)

- A. Discussion of Concerns about Publishing SLOs in the Catalog
 - P. Bedore brought the following concerns to Senate C&C from members of the CLAS C&C:
 - Given the current anti-DEI climate, members from several units are not comfortable publishing the SLOs for many of their classes. In the current

moment, this could lead to harassment of individual faculty and/or programs. Individual SLOs may be taken out of context, and that could lead to harm.

- AI scouring of websites also poses new challenges, perhaps the least of which is intellectual rights over course structure and development. It seems the marginal benefit for students is far outweighed by the dangers incurred by publishing the SLOs. Nothing precludes a student from asking for a copy of past syllabi.
- There is a concern with how these objectives are going to be used in assessment. When the objectives were developed, it was in order to show how a course met the requirements of the Common Curriculum, but if it turns out that programs have to develop plans for assessing student progress in meeting the objectives, this could raise practical issues. Some objectives are easier to objectively measure than others, for instance, or more resource-intensive. Programs may decide that while a certain objective is indeed a desirable course outcome, it is not realistic to include it in assessment.
- Publishing the SLOs is not required for NECHE.
- This initiative will be lots of faculty work for little value/return.
- It was noted that NECHE will adopt standards in December that do require available, standardized SLOs.
- In the chat: “I’m not sure this new NECHE Standard says the mission-appropriate course-level goals need to be published?”
- In terms of intellectual rights, it was noted that courses are owned by departments, not instructors, even though some instructors may be the only one to teach a specific course.
- The SLOs are minimum standards. CCC+ has always encouraged faculty to be creative or individualized in their sections of courses. Materials and assessments can vary. We are not trying to inhibit academic freedom.
- This is a layered issue: Having standard SLOs in general versus publishing them. It was clarified that the concern is mostly about publishing them.
- There is some room for discussion about publishing SLOs that include certain sensitive topics.
- There are questions of personal safety from some people in terms of publishing the SLOs, whether founded or unfounded, given the current climate.
- Do our peer and aspirant institutions publish theirs? Are we leading or joining? One member checked with a number of institutions in New England and in the general area and did not see SLOs published online in most catalogs.
- In the chat: “I’d be curious if other college-level C&Cs are talking about this issue... anyone know that?”
- Let’s not make it overly easy to bring us to the attention of the federal government. Yes, this information is ultimately available, but how easy should we make it to

access that information? Any additional steps we can require to get to this information may be helpful.

- One member struggled to see why learning objectives, which are a limited piece of information, shouldn't be made available. Do the objectives make it that much worse than having just the catalog description? The SLOs can be helpful to students seeking transfer admissions.
- One member was uncomfortable with the idea of, as a public institution, talking about hiding information from public view, not just hiding things from the government. There was some disagreement that this is what was going on.
- In the chat: "It's not hiding the information. This is information that has not been public before."
- It was suggested we're being asked to put a level of detail out there that we don't owe anyone outside of our classrooms. One department is asking for very detailed SLOs with very specific assessments. It was noted that this sounds like a curricular map and that assessments wouldn't be published.
- In response to a question about legal protections, it was noted that everyone who works at UConn is under the legal protections of the CT Attorney General.
- There are two concerns: Attacks from individuals versus attacks from the federal government.
- It would be helpful to develop a bullet list of the benefits publishing the SLOs would bring to students and faculty? What would we actually be getting out of publishing the SLOs?
- In the chat:
"Just to clarify, we are talking about the common curriculum course SLOs, or SLOs for all courses?"
"Eventually for all courses...starting with the CC courses (since they've recently had their SLOs reviewed)"

V. Common Curriculum (Click link to access SharePoint site for everything listed below)

A. Revised Common Curriculum Courses (See link above for SharePoint Site)

1. Motion to revise (M. Hatfield, D. Mercier) ENGL 1503 Introduction to Shakespeare (#27014) [Add TOI-2; Revise description]

Current Catalog Copy

ENGL 1503. Introduction to Shakespeare. (3 Credits)

Introductory survey of representative Shakespeare plays and poetry. CA 1.

Content Areas: CA1

Topics of Inquiry: TOI-1

Revised Catalog Copy

ENGL 1503. Introduction to Shakespeare. (3 Credits)

Using a mix of creative and critical assignments, this course offers an introductory survey of representative Shakespeare plays and poetry. CA 1.

Content Areas: CA1

Topics of Inquiry: TOI-1, TOI-2

Discussion

- No comments.

Motion to revise ENGL 1503 (#27014) was passed unanimously.

2. Motion to revise (D. Mercier, M. Hatfield) WGSS 3253/W Gender Representations in U.S. Popular Culture (#27552) [Revise description]

Current Catalog Copy

WGSS 3253. Gender Representations in U.S. Popular Culture. (3 Credits)

Forces in the U.S. that shape and reshape gender in popular culture. CA 2.

Content Areas: CA2

Topics of Inquiry: TOI-2, TOI-5

WGSS 3253W. Gender Representations in U.S. Popular Culture. (3 Credits)

Forces in the U.S. that shape and reshape gender in popular culture. CA 2.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Skill Codes: COMP: Writing Competency

Content Areas: CA2

Topics of Inquiry: TOI-2, TOI-5

Revised Catalog Copy

WGSS 3253. Gender Representations in U.S. Popular Culture. (3 Credits)

Forces in the U.S. that shape and reshape gender in popular culture. Specific topics of consideration vary. CA 2.

Content Areas: CA2

Topics of Inquiry: TOI-2, TOI-5

WGSS 3253W. Gender Representations in U.S. Popular Culture. (3 Credits)

Forces in the U.S. that shape and reshape gender in popular culture. Specific topics of consideration vary. CA 2.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Skill Codes: COMP: Writing Competency

Content Areas: CA2

Topics of Inquiry: TOI-2, TOI-5

Discussion

- No discussion.

Motion to revise WGSS 3253/W (#27552) was passed unanimously.

- B. Motion to offer (M. Hatfield, E. Lim) CC courses for Intensive Session (Batch Approval)
1. ANTH 1010E Global Climate Change and Human Societies (CA2, CA4INT, EL to TOI-4)
 2. ANTH 1500 Great Discoveries in Archaeology [CA2, CA4INT to TOI-2, TOI-3]
 3. ART 1000 Art Appreciation (CA1 to TOI-1, TOI-2)
 4. COMM/LLAS/WGSS 3321 Latinas and Media [CA4 to TOI-3, TOI-5]
 5. DMD 2010 History of Digital Culture [CA1, CA3 to TOI-2]
 6. ECON 3466E Environmental Economics [EL to TOI-4, TOI-5]
 7. GEOG 2200 Introduction to Human Geography (CA2, CA4INT to TOI-2, TOI-3)
 8. HDFS 1070 Individual and Family Development [CA2 to TOI-5]
 9. NUSC 2200 Nutrition and Human Development [CA3 to TOI-6]
 10. POLS 1002 Introduction to Political Theory [CA1 to TOI-5]
 11. POLS 1202 Introduction to Comparative Politics [CA2, CA4INT to TOI-2, TOI-5]
 12. POLS 1207 Introduction to Nonwestern Politics [CA2, CA4INT to TOI-3, TOI-5]
 13. POLS 1402 Introduction to International Relations [CA2, CA4INT to TOI-3, TOI-5]
 14. POLS 1602 Introduction to American Politics [CA2 to TOI-3, TOI-5]
 15. PSYC 2101 Introduction to Multicultural Psychology [CA4 to TOI-3, TOI-5]
 16. SOCI 1001 Introduction to Sociology [CA2 to TOI-3, TOI-5]

Discussion

- No discussion.

Motion to offer the above courses in intensive session was passed unanimously.

In Attendance (in bold): **Diego Valente** (Chair), **Pam Bedore** (Ex-officio), **Kristin Bott**, **Sally Chamberland** (Ex-Officio), **John Chandy**, **John Cooley**, **Amanda Crawford**, **Sarah Croucher** (Ex-officio), **Marc Hatfield**, **Jamie Kleinman**, **Edward Junhao Lim**, **Alvaro Lozano-Robledo**, **Natalie Munro**, **Gustavo Nanclares**, **Matt McKenzie**, **Dan Mercier**, **David Ouimette**, **Karen Skudlarek**, **Terra Zuidema** (Registrar alternate)