

*Pam Bedore, Chair*

*March 21st, 2017, 3:30-5:30PM (Oak 408)*

*Approved electronically March 24, 2017*

1. **Approvals by the Chair**

2017 – 75 MCB 5896. Sequence-based Microbial Community Analyses

1. **Old Business**

2017 – 49 EVST/EVNS/ENVE 3100 Add course (guest: Juliana Barrett)

2017 – 72 COMM 4640 Add course (guest: Anne Oeldorf-Hirsch)

2017 – 56 COMM 4640W Add course (guest: Anne Oeldorf-Hirsch) (G) (S)

2017 – 67 PP 5303 Add course (guest: Erin Melton)

1. **New Business**

2017 – 73 ARTH/AFRA 3050/W Revise course (guest: Alexis Boylan) (G) (S)

2017 – 74 HEJS/HRTS/DRAM 2203 Revise course (S)

1. **Topics for Discussion**

Dual Degree endorsement (guest: Gustavo Nanclares)

Faculty leadership of interdisciplinary minors (Henning)

CA1 Gen Ed Review (Fairbanks and Ndiaye)

Gen Ed Curriculum Revisions (Bedore

**Accepted Proposals:**

**2017 – 49 EVST/EVNS/ENVE 3100 Add course (guest: Juliana Barrett)**

*Accepted Catalog Copy:*

3100. Climate Resilience and Adaptation: Municipal Policy and Planning

Three credits. Recommended Preparation: NRE 1000, EVST 1000, or ENVE 1000. Open to juniors or higher.

An interdisciplinary study of climate change focusing on the local, municipal scale: impacts, policy, vulnerability and adaptation with emphasis on tools such as vulnerability assessments that help local communities determine priorities for adaptation efforts.

**2017 – 72 COMM 4640 Add course (guest: Anne Oeldorf-Hirsch)**

*Accepted Catalog Copy:*

COMM 4640: Social Media: Research and Practice

Three credits. Prerequisites: COMM 1000; COMM 1100; COMM 1300; COMM 3100 or 3200 or 3300.

Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

**2017 – 56 COMM 4640W Add course (guest: Anne Oeldorf-Hirsch) (G) (S)**

*Accepted Catalog Copy:*

COMM 4640W: Social Media: Research and Practice

Three credits. Prerequisites: COMM 1000; COMM 1100; COMM 1300; COMM 3100 or 3200 or 3300; ENGL 1010 or 1011 or 2011.

Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

**2017 – 67 PP 5303 Add course (guest: Erin Melton)**

*Accepted Catalog Copy:*

PP 5303 Race and Public Policy

Three credits. Seminar.

An introduction to the public policy process using the salient cross-cutting cleavage of race.

**2017 – 73 ARTH/AFRA 3050/W Revise course (guest: Alexis Boylan)**

*Current Catalog Copy:*

ARTH 3050. African American Art

Three credits. Prerequisite: Open to sophomores or higher. The artistic and social legacy of African American art from the eighteenth century to the present day. CA4.

ARTH 3050W. African American Art

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. The artistic and social legacy of African American art from the eighteenth century to the present day. CA4.

*Accepted Catalog Copy:*

ARTH/AFRA 3050. African American Art

Three credits. Prerequisite: Open to sophomores or higher. The artistic and social legacy of African American art from the eighteenth century to the present day. CA4.

ARTH/AFRA 3050W. African American Art

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. The artistic and social legacy of African American art from the eighteenth century to the present day. CA4.

**2017 – 74 HEJS/HRTS/DRAM 2203 Revise course (G) (S)**

*Current Catalog Copy:*

HEJS/HRTS 2203 The Holocaust in Print, Theater, and Film

Three credits. Representations of the Holocaust, including first-hand accounts and documentaries; artistic choices in genre, structure, imagery, point of view, and the limits of representation. CA1 and CA4-INT.

*Accepted Catalog Copy:*

HEJS/HRTS/DRAM 2203 The Holocaust in Print, Theater, and Film

Three credits. Representations of the Holocaust, including first-hand accounts and documentaries; artistic choices in genre, structure, imagery, point of view, and the limits of representation. CA1 and CA4-INT.

**Discussions**

**Dual Degree endorsement (guest: Gustavo Nanclares)**

Nanclares presented a draft of a letter he will send to the Senate Executive Committee asking for the elimination of the thirty-credit requirement on dual degrees (currently students pursuing a dual degree are required to take thirty credits in addition to the degree with most credit requirements, even if they can meet the requirement of both degrees with fewer credits). He asked the CLAS C&C to prepare a letter of endorsement to support this request.

The committee discussed the issue at length. It was noted that a review of peer and aspirant institutions shows a variety of different policies on this issue. The committee asked several questions requiring more data, including: how many students are currently enrolled in dual degrees? How many additional credits are these students typically taking in order to meet the thirty-credit requirement? What sort of increase of dual-degree students might we expect if we eliminate the thirty-credit requirement?

The committee has invited Nanclares to work with Bedore to draft the letter of support so the committee can review it at the next meeting.

**Faculty leadership of interdisciplinary minors (Henning)**

Henning presented a proposal to add new language regarding faculty leadership of interdisciplinary minors to the *CLAS Policy on Minors* available at <http://ccc.clas.uconn.edu/wp-content/uploads/sites/178/2013/08/Updated-Minor-Policy.pdf>.

Discussion was wide ranging, and the committee agreed to consider the proposal further at the next meeting. Additional policy matters were also revealed that may warrant formation of a subcommittee to update the *CLAS Policy on Minors*.

**CA1 Gen Ed Review (Fairbanks and Ndiaye)**

Following up on the subcommittee report about CA1 Gen Eds, Ndiaye noted that CLAS students must take five CA1 gen eds distributed across at least five areas (A-E) and listed in at least four units (ie. AMST, ANTH, etc.). When courses from the same unit are listed in more than two areas (A-E), confusion may arise, leaving students five CA1 courses distributed across the five areas but not across four or more units. A general discussion ensued, but no firm conclusions were reached.

At the next meeting, the committee will make a decision about HEJS 2104, which has been proposed for inclusion in Area D, which would be the third area listing an HEJS course.

**Gen Ed Curriculum Revisions (Bedore)**

Bedore invited committee members to review the report of the General Education Taskforce from 2016, available at <http://senate.uconn.edu/gened-assessment-taskforce/>. She reported that a group from UConn has been accepted to attend the 2017 AAC&U Institute on General Education and Assessment in Chicago in May 2017 to consider redesign of UConn’s general education curriculum.

In preparation for this institute, which she will be attending, Bedore invited comments from CLAS C&C, which has gen ed requirements beyond those of the university. In order to facilitate this discussion, she will invite Eric Schultz, chair of GEOC, to attend the next meeting of the CLAS C&C.

**Attendance**

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| AASI | Cathy Schlund-Vials |
| AFRA and HIST | Melina Pappademos |
| ANTH | Jocelyn Linnekin |
| CLAS Dean’s Office | Mansour Ndiaye |
| CLAS Dean’s Office | Shirley Roe |
| COMM | Stephen Stifano |
| ECON | Olivier Morand |
| EEB | Paul Lewis |
| ENGL | Hap Fairbanks |
| GSCI | Robert Thorson (for Lisa Park Boush) |
| HDFS | Kari Adamsons |
| HRST  | Samuel Martinez |
| LLAS | Anne Gebelein |
| LCL | Philip Balma |
| MATH | Jeffrey Connors |
| MCB | David Knecht |
| PHIL | Keith Simmons |
| PHYS | Vernon Cormier |
| PSYC | Robert Henning |
| PUBS | Ken Dautrich |
| SOCI | Ralph McNeal |
| STAT | Rick Vitale |
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| *Guests* |  |
| Juliana Barrett | EVST |
| Alexis Boylan | ARTH |
| Erin Melton | PP |
| Gustavo Nanclares | LCL |
| Anne Oeldorf-Hirsch | COMM |
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