

The College of Liberal Arts and Sciences
The Undergraduate Educational Policy and Curriculum Committee

Minutes

February 10, 2022

Attending: Cornelia Lang (chair), Roxanna Curto, Jennifer Eimers (staff), Eric Gidal, Alan Huckleberry, Erin Irish, Andrew Kitchen, Cinda Coggins Mosher, Jennifer Rogers, Christine Shea, Jan Wessel, Jenna Yang

Guests: Morten Schlütter

1. The minutes from February 3, 2022, were approved as written.
2. Morten Schlütter, DEO and Associate Professor, Religious Studies, reviewed slight revisions to the [Religious Studies major and minor](#). The required number of hours to complete the major remains at 30, so UEPCC approval is not needed. The previous requirements allowed students to choose their courses from a large pot, and some students would not move out of their comfort zone. The new requirements sort Religious Studies classes into five core categories, and students must choose a course from each category, which forces some breadth and imposes more structure overall. In the previous model, Senior Seminar had low student enrollment, so teaching efforts were not maximized. For the minor students now must take one course from at least three different core areas for a total of 9 s.h. The remaining 6 s.h. may be taken from any of the five core areas or from the list of Elective Courses.

The committee was supportive of the restructuring of the major, and Associate Dean Lang noted that these are the kinds of curricular changes the College hopes that departments are considering as part of the annual assessment of undergraduate student learning in programs of study.

3. Alan Huckleberry, UEPCC liaison to the General Education Curriculum Committee (GECC), summarized a proposal that the GECC has approved and the discussion about it. The course is PHIL: 2425 Friendship, Sex, Marriage, and the Law for GE CLAS Core area [Diversity and Inclusion](#). After discussion, UEPCC members voted in favor of approving this course for CLAS Core DI Status.
4. The committee continued its preliminary discussion of [CLAS grading policies](#). The guiding questions were how can the Associate Dean for Undergraduate Education and her office help instructors with grading policies? What approaches are instructors using well in the classroom and how can those be lifted up as examples of practices? In the discussion that followed, some topics that emerged were CLAS being more open to supporting experiments with grading; inconsistent grading practices within departments; aligning grading schemes with the discipline and type of course; the role of student evaluations in some instructor's choice of grades; and more opportunities for faculty to discuss grading. Associate Dean Lang also noted that CLAS could provide on the website

values and best practices for grading. The UEPCC discussion about grading will continue next week.

5. Meeting adjourned

Respectfully submitted,

Cinda Coggins Mosher
Associate Professor of Instruction, Rhetoric
Secretary of UEPCC