

## UGC Minutes of May 15 meeting

- Minutes of 3/18/24 Accepted
- Reminder that there was no April meeting by consensus due to Middle States team visit.
- Discussion of questions forwarded from the ASCC forwarded by Shyam Sharma regarding guidance on course proposals

*“These are the most prominent issues on which the ASCC has been unclear. The premise of our request is that for both pragmatic (i.e., workload) and procedural (i.e., policy implementation, not policy making) reasons, we would like to defer to higher level shared governance bodies and, through them, the university administration on such matters.*

*1) **Online instruction:** As a few areas of curricular design and delivery have evolved over the years, especially due to the impact of the Covid-19 pandemic, on both fronts of online and onsite teaching/learning (and in overlapping areas). We happen to have a CELT expert on our team who has a doctoral degree in online education (Dr. Kristin Hall), and I am happy to request her to represent the CC if you’d like to consult her/us in this area. Here are some issues on which we need clearer institutional guidelines regarding online education:*

*1a) **“Hybrid” and other terms:** This Committee currently requests departments proposing new courses or updates to courses to specify modality (viz., In Person; Hybrid - Online/In Person; Online - Sync/Async Combined; Online Synchronous; or, Online Asynchronous) (for each mode of instruction used. There is a need for more clarity on these and other emerging terms. Is the above distinction adequate?”*

**UGC consensus:** State guidelines will be provided by Diane Bello for definitions for principal modality. However, we urge the CC to ensure flexibility while falling into a specific category. For example, an in-person course could have online exams and vice versa.

*“1b) **Clarity on “recitation”** in the context of online courses (esp. asynchronous): Does posting a video and asking students to complete a test qualify as a recitation? Would an interactive video qualify? Would a discussion board be adequate? Can recitation be approved at all as part of asynchronous courses? Or, isn’t the term “recitation” defined by co-presence of instructor and students, so students can ask questions and interact with peers? Does class size affect what is a recitation, so, for instance, a discussion in a 500-student lecture hall is not a recitation but one with 10 TAs who take up 50 students each is? The premise of this question is that it is not within separate curriculum committees’ purview to determine this and similar issues, or that they should be guided by a common university standard, ideally created through shared governance.”*

**UGC consensus:** A recitation must involve interactive communication between student and instructor (or TA) to reinforce or apply lecture material. Recitations allow students to ask questions and engage in supervised but student-activated learning.

The remainder of questions were tabled for the Fall.

- Hanna indicated that the GEAC is reexamining the SBC TECH requirement as the current learning outcomes do not meet the presumed goals of attainment of “technological competence”, as required by Middle States Guidelines.