Minutes, October 12, 2004, Appendix
GEOC Competency forms approved for the following CLAS Majors
[Click the underlined proposal number to move to the selected proposal]

2004-104A-1 American Studies
Form:
Program Plan For Computer Technology Competency
Major Program: American Studies
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: September 30, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Jerry Phillips; 6-3690; jerry.phillips@uconn.edu
Date Submitted to GEOC _____

Form: Program Plan For Information Literacy
Major Program: American Studies
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
American Studies majors satisfy the Informational Literacy Requirement by taking an intensive course ("Seminar in American Studies") in which the students are expected to undertake "An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective." The expectation is that students will carry out concentrated research on a particular topic and write a substantial essay based on their findings. In this course majors will be trained in the use of field-specific library sources and data-bases.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
All American Studies majors are required to take both "Introduction to American Studies," in which they are introduced to interdisciplinary work, and the "Seminar in American Studies." (They will also take at least three courses in one of the American Studies Tracks: History, Culture, and Society; Literature and the Arts; Political Science, Economics, and the Law; or The Americas, a track in which the emphasis is on countries and cultures outside of the United States.)
Date of Approval by Faculty or Appropriate Faculty Committee: September 30, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Jerry Phillips; 6-3690; jerry.phillips@uconn.edu
Date Submitted to GEOC _____

Form: Program Plan for the "Writing in the Major" General Education Requirement
Major Program: American Studies
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
The "Seminar in American Studies" (INTD/ENGL 265) has been submitted to the CLAS C&C for "W" course designation. This course will be the designated the American Studies "Writing in the Major" course.
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a

course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
Intensive engagement with a topic related to some aspect of American societies or cultures will provide students with the opportunity to analyze data and to formulate logical arguments.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.
The "Seminar in American Studies" (INTD 265) is crosslisted with ENGL 265. The English Department has no objection to this course being used as the "Writing in the Major" course by the American Studies Program.
4. Estimated number of majors currently in their senior year: 10.
5. How does the program intend to meet the demand for 200-level W courses in the major?
We anticipate a small number of majors during the first years of the Program. One offering of this course per year should be sufficient. We will increase the frequency of the course as needed.
6. Will any courses listed above be open to students outside the major program? If "yes," roughly estimate the number of seats available to students outside the major.
Seats in the "Seminar in American Studies" will be set aside for American Studies majors during pre-registration. After that, they will be opened to English Majors. Should there be any openings at the start of the semester, these seats would be open to all students.
Date of Approval by Faculty or Appropriate Faculty Committee: September 30, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Jerry Phillips; 6-3690; jerry.phillips@uconn.edu
Date Submitted to GEOC _____

2004-104A-2 Classics and Ancient Mediterranean Studies

Program Plan For Computer Technology Competency
Major Program: Classics and Ancient Mediterranean Studies
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).
CAMS requires that students be able to use computing technology to do basic research in the field of Classics using the databases of classical bibliography. The courses 241W and 242W both provide the necessary training.
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Roger Travis
Date Submitted to GEOC _____

GEOC Program Plan For Information Literacy
Major Program: Classics and Ancient Mediterranean Studies
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
The courses CAMS 241W and 242W provide the requisite training in the use of the Information resources of classical bibliography.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
Yes
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Roger Travis
Date Submitted to GEOC _____
Date Submitted to GEOC _____

GEOC Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Classics and Ancient Mediterranean Studies
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
CAMS 241W Greek and Roman Epic, CAMS 242W Greek and Roman Drama
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
These courses teach the basic literary material of Classical culture.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.
4. Estimated number of majors currently in their senior year: 6
5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
The demand is small enough easily to be met with existing faculty resources.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Yes; at least ten seats per year.
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Roger Travis
Date Submitted to GEOC _____

2004-104A-3 English

Program Plan For Computer Technology Competency
Major Program: English
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 22, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: A. Harris Fairbanks, Assoc. Head.486-2376

Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: English
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
To fulfill the Information Literacy requirement, English majors will be trained in advanced research methods in literary study, including the use of a variety of print and electronic sources such as the MLA bibliography and other field-specific databases. Student research will typically culminate in the writing of a 10-15 page research paper, or may be represented by a series of shorter research assignments, including an annotated bibliography, survey of an archive, or analysis of a research website.
Students will satisfy their Information Literacy requirement by taking one of the following junior/senior capstone courses called "Advanced Study": English 279: Advanced Study: Drama; English 280: Advanced Study: Poetry; English 281: Advanced Study: Prose; English 282: Advanced Study: Literary Criticism and Theory; English 283: Advanced Study: British Literature; English 284: Advanced Study: American Literature; English 287: Advanced Study: Ethnic Literature; English 288: Advanced Study: Anglophone Literature; and English 290: Advanced Study: Lesbian, Gay, Bisexual, and Transgendered Literature. In addition, students may also satisfy their Information Literacy requirement by taking English 268W.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
Students will be required to take at least one of the courses listed above.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 22, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: A. Harris Fairbanks, Assoc. Head.486-2376
albert.fairbanks@uconn.edu
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: English
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.
220W, 221W, 222W, 223W, 226W, 270W, 271W;
251W, 252W, 253W, 254W, 255W, 256W.
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.) All of these courses belong (along with two other, non-W, courses and some non-W sections of these) to a group of courses whose organizing principle is the study of literary works within a specific historical period. Those numbered in the 220's and 270's are open to all majors; those in the 250 series are their Honors equivalents.

Majors must take five courses from the entire group of "period courses" though not necessarily as W courses. The period courses are considered central to the English major because they situate literature within an historical context. The writing component of each course trains students to use writing skills essential to the discipline such as analytic and interpretive argumentation, deployment of a vocabulary appropriate to discourse about literature, and proper documentation according to the MLA style of citation.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. N/A

4. Estimated number of majors currently in their senior year: ca. 180

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.] We estimate that all our majors currently take at least one W course from among the courses that satisfy this requirement, and we have more than enough seats to accommodate our majors.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major. Seats in these courses will be reserved for majors until a week before the start of classes, then opened to non-majors. It is difficult to estimate even how many non-majors we accommodate this year, though some rough math and anecdotal evidence suggests that it is over 250. (Sometimes sections of these courses have only two or three English majors because they are such a popular way for non-majors to find a W course.)

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 22, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: A. Harris Fairbanks, Assoc. Head.486-2376
albert.fairbanks@uconn.edu
Date Submitted to GEOC _____

2004-104A-4 French & Francophone Studies

Program Plan For Computer Technology Competency
Major Program: French & Francophone Studies
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Anne Berthelot (6-3173); Anne.Berthelot@UConn.edu
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: French & Francophone Studies
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
Required courses in the French & Francophone Studies major that teach literature or culture already integrate instruction in research methods, analytical interpretation and critical thinking;

in so doing they also foster students' skills in information access, collection, assessment and evaluation. These information processes are mustered and synthesized in such concrete forms as book reviews, oral presentations, textual commentaries and research papers. In order to emphasize further the need for advanced information literacy in the production of academic writing, the competency will be embedded in the required W courses in the major: FREN FREN 261W, 262W, & 268W. Research, library, and information skills appropriate to the discipline will thus be developed in the process of teaching academic writing in French.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

Yes. All majors are required to take at least one W in the major, thereby also verifying the advanced Information Literacy exit expectation. Additionally, all students are required to take both literature and culture courses that also address this competency.

Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Anne Berthelot (6-3173); Anne.Berthelot@UConn.edu
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: French & Francophone Studies

1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)

FREN 261W From the Holy Grail to the Revolution: Introduction to Literature
FREN 262 W From the Romantics to the Moderns: Introduction to Literature
FREN 268 W Grammar and Composition

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

261W and 262W involve the writing – in French – of the equivalent amount of work required of an English-language W course. Every week students are required to write first drafts for essays and commentaries, which are then discussed in class and corrected by the Instructor before being turned into their definitive form. The "explication de texte" method (close reading and analysis of a text taking stylistics and grammar into account) intrinsic to the study of literature in French brings an additional dimension to students' writing. They learn to express their opinions and to present arguments elegantly and efficiently. Through familiarity with the great works of the French canon, they also discover the value and strength of various styles, and they experiment with various *genres*, honing their literary sensibility.

268 involves the writing – in French – of the equivalent required of an English-language W course. Students write first and second drafts of essays that are corrected by the instructor with close attention to organization, grammar and syntax, in addition to critical content. The specificity of French styles is addressed and various modes of writing (articles, letters, essays, reports, a.s.o.) are studied.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.
Not applicable.
4. Estimated number of majors currently in their senior year: 20
5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
The new W courses replace existing courses. Staffing is expected to remain similar to previous levels. FREN 261W, 262W, & 268W are staffed by program faculty, as well as by advanced, doctoral-level graduate assistants. The graduate assistants assigned to teach in this course will attend a graduate-level course in Teaching Methodologies, as well as a yearly week-long orientation program. In addition, they are regularly supervised and trained by full-time faculty.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
These courses are usually filled by majors and minors, but there are at least 10 seats available per year to "outsiders."
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Anne Berthelot (6-3173); Anne.Berthelot@UConn.edu
Date Submitted to GEOC _____

2004-104A-5 German

Program Plan For Computer Technology Competency
Major Program: German
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person:_Katharina von Hammerstein, 5-1532 (or Roger Travis, 6-3316)
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: German
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
Students satisfy the Information Literacy requirement by taking (1) one of GERM 233-234 (Building Language Skills Through Culture I and II); and (2) one of GERM 253W (Studies in German Literature Around 1800), 254W (Studies in 19th Century German Literature), 255W (Studies German Literature of the 20th and 21st Centuries), 281W (German Film and Culture), 284W (German Cinema in Cross-Cultural Perspective); and (3) GERM 246 (The Finishing Touch: A Capstone in German Studies).
Courses listed above engage students actively in academic inquiry and production. Learning in these courses is student-centered, problem-based, and task-oriented. Students learn to determine,

compare, and access--mostly German-language--sources that help them obtain information about issues related to the language, cultures, or literatures of German-speaking countries. Information resources include print and electronic formats of books, encyclopedias, newspapers, journals, and electronic resources. Information gathering may range from identifying practical items such as Austrian, German or Swiss train schedules to understanding and critically evaluating information presented in newspaper articles and scholarly publications. Studying issues of the German-speaking countries by analyzing literary and non-fictional texts and visuals confronts students with information generated by members of other cultures; this helps them become sensitized to differences in national and cultural perspectives and to the cultural biases that the sources or the students themselves may hold. Students are also encouraged to assess possible biases on race, class, gender or other factors.

Multiple assignments throughout the semester require students to select and access a variety of sources and compare and evaluate the quality of information provided by them. Researching various cultural issues pertaining to the German-speaking countries in each course, students develop strategies to conduct increasingly more complicated academic research. They learn to understand, critically evaluate, and incorporate the gathered information into their own knowledge base. The courses require that students synthesize the knowledge gained to construct new concepts and that they translate their findings and interpretations into well researched and well structured class presentations (often aided by power point presentations) and/or term papers. Assignments are often individualized to meet double- or dual-degree majors' needs to link their interest and expertise in one major (e.g., business, engineering, or art history) to the knowledge of German language, literature and culture gained in the other in order to prepare for careers that make use of their dual qualification.

Specifically, (1) in the third-year language and culture courses GERM 233 and 234, a mandatory visit to the library introduces students to German-language holdings, English-language holdings about German Literature and German Studies, and both German- and English-language search engines, websites, databases and how they work. Students learn to use information effectively to accomplish specific tasks, such as obtaining practical information (e.g., identifying train fares), getting informed about cultural issues using different sources (e.g. soccer, the university system, Beethoven's symphonies, or challenges to minority groups), researching a scholarly topic in German language, culture, or literature (e.g., the Vienna dialect, approaches to the Holocaust, the merger of Daimler-Chrysler, or works by Franz Kafka); (2) in the writing courses about literature and film (GERM 252W, 253W, 254W, 281W, 284W) students acquire research strategies and learn to distinguish their own ideas from ideas in readings, integrate their own ideas with ideas from other sources, and altogether efficiently use the sources to construct their own academic arguments. They furthermore discuss issues of intellectual property and plagiarism in detail and learn to use the citation formats appropriate to the field of German Literature and German Studies; (3) the capstone course GERM 246 gives students an opportunity to consolidate their learning in German Literature or German Studies and demonstrate their information literacy in an individualized final project.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

All of the course options listed above are courses required of German majors.

Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program Contact Person:_Katharina von Hammerstein, 5-1532 (or Roger Travis, 6-3316)
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: German
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
GERM 253W "Studies in German Literature Around 1800"
GERM 254W "Studies in 19th Century German Literature"
GERM 255W "Studies in German Literature of the 20th and 21st Centuries"
GERM 281W "German Film and Culture"
GERM 284W "German Cinema in Cross-Cultural Perspective"
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
In any of these 200-level German literature or film courses, which all satisfy requirements for German majors, students learn to analyze literary texts or films and practice to write several papers pertinent to the field of reading/viewing, analyzing, and interpreting German literature or cinema. The assignments require papers of varying length (amounting to a total of at least 15 pages), varying communicative functions, and varying degrees of difficulty: content summaries; biographical pieces about specific authors, directors, or actors; book or film reviews; advertisements for books or films; literary analyses or film analyses and critiques; and pieces of creative writing. Depending on the course and the purpose of the assignment, most papers have to be written in the German language. Students become familiar with a variety of writing styles. They learn to distinguish their own ideas from ideas in literary readings, films or secondary literature, to integrate their own ideas with ideas from other sources, and construct academic arguments. The writing assignments are often based on class discussions and/or are often individualized to meet students' areas of interest. They help students improve their writing in the areas of literary or cinematographic investigation and, in most courses, their writing in the German language. Simultaneously, they help students deepen their knowledge about and understanding of a particular author, actor or director, literary text or film, topic, and/or literary or cinematographic scholarship. The assignments are practical writing exercises appropriate for German majors and for their need to prepare for writing within professional frameworks. The courses introduce students to discipline-specific writing conventions and citation formats and discuss issues of intellectual property and copyright.
Papers are returned to students with the instructor's written commentary on content, thesis formulation, organization, structure, clarity, style, grammar, and spelling. Further modes of writing instruction are formal in-class instruction and individual conferences. Students are asked to revise their papers on the basis of the instructor's feedback. For each paper, the first version accounts for 40% of the grade and the revised version for 60% of the grade. The grades for all papers amount to 50% of the total course grade. Students cannot pass any of these courses without passing grades on all papers

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. n/a

4. Estimated number of majors currently in their senior year: approx. fifteen or more (15+)

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

Two of the courses listed—GERM 253W, 254W, 255W, 281W, or 284W—have traditionally been offered at least once per academic year. No additional courses or sections are necessary. No additional staffing is necessary.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

Yes, approx. four seats in 284W which is taught in English. The other courses are taught in German and have a corequisite of GERM 233 (at least four completed semesters of German language instruction or the equivalent, and present or past enrollment in GERM 233) or instructor consent. Four seats may also be available in each of the other course.

Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program Contact Person:_Katharina von Hammerstein, 5-1532 (or Roger Travis, 6-3316)

Date Submitted to GEOC _____

2004-104A-6 History

Program Plan For Computer Technology Competency

Major Program: History

The Computer Technology Competency Exit Expectations of the Major Program:

__X__ Will not go beyond the University's Entrance Expectations.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 8, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program Contact Person: Nancy Shoemaker, 6-5926

Date Submitted to GEOC _____

Program Plan For Information Literacy

Major Program: History

Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

The two courses making up the history methodology sequence required of all History majors (HIST 211 and HIST 297W) have Information Literacy as a leading course objective. HIST 211, "The Historian's Craft," introduces students to library research tools (books and book access; scholarly journals; electronic databases such as journal indexes, online journals, online or microfilm collections of primary documents) and archives as sources of information. In class and when working on out-of-class assignments, students practice gathering information and evaluating information by considering the context of text production (author, audience, purpose). HIST 211 also extensively covers issues of plagiarism—how to avoid it, how to spot it, how and when to credit sources properly—and judicious use of internet information. In HIST 297W,

"Senior Seminar," students apply all those skills by working on a major research project, which culminates in a 15-20 page paper built foremost on original research in primary sources. For HIST 297W, students must develop their own project idea and gather all the information for their project themselves. Their research papers must show an ability to contextualize their findings in the secondary literature and include some discussion of the major interpretations, or historiography, that has informed their research topic. Most important, students must draw on a variety of primary sources and, include as part of their analysis of the evidence, assessment of the problems and biases inherent in sources of information.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
YES

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 8, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Nancy Shoemaker, 6-5926
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: History
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
HIST 297W: Senior Seminar
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
In HIST 297W, students write a 15-20 page paper based on original research in primary documents, with sources fully cited using standard history format (Chicago Manual of Style/Turabian). Each HIST 297W course has its own topical framework (e.g., American Urban History), within which each student develops a more focused research project. In this major paper, each student will arrive at his/her own unique interpretation of the past based on the historical evidence that that student has collected and analyzed throughout the semester. This research and writing practicum fully involves students in the fundamentals of historical research and interpretation of the documentary record.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.
4. Estimated number of majors currently in their senior year: 120 CLAS History majors
5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
HIST 297W is an existing course, for which the History Department has in the past been able to meet the demand.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

We have previously allowed Education's History majors to take 297W, but we do not allow any other students into the course. We do not set aside or reserve a certain number of seats for Education students, but a typical HIST 297W will likely have 2-3 Education students enrolled in it, with the remaining seats (under the new guidelines of 19 students per writing course, that would now be 16-17 seats) occupied by our majors (CLAS History students).

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 8, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Nancy Shoemaker, 6-5926
Date Submitted to GEOC _____

2004-104A-7 Individualized Major

Program Plan For Computer Technology Competency
Major Program: Individualized Major
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).
The Individualized Major expects its applicants to research and evaluate alternative ways of satisfying their goals for an undergraduate major. In particular, applicants should be familiar with possible UConn majors, Interdisciplinary alternatives with curricular models elsewhere, and the requirements of entry level jobs in related careers and/or graduate school programs. Applicants need adequate computer skills to search the internet and relevant databases; complete an on-line application; and prepare a Word or Powerpoint presentation as part of their admission application interview. These computer skills should be in place before the start of the Individualized Major plan of study. The program will foster the development of these skills through (1) preparation of related information sheets (in printed form and on-line) and (2) offering a FYE course ("Designing an individualized major") open to first year students and sophomores under the INTD 180 rubric from Fall 2005. This FYE course would be taught by professional staff or graduate assistants from the Individualized & Interdisciplinary Studies Program, assisted by student facilitators.
Date of Approval by Faculty or Appropriate Faculty Committee: IMJR Committee Oct. 12, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Dr. Margaret Lamb, Individualized & Interdisciplinary Studies Program Director, 486-5829, Margaret.Lamb@uconn.edu
Date Submitted to GEOC _____

Program Plan for Information Literacy
Major Program: Individualized Major
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
The Individualized Major is an interdisciplinary program in which undergraduate students design their own plans of study from a CLAS base with advice from faculty and within the constraints of the whole UConn undergraduate program. Therefore, Information Literacy is taught within courses that are in part common to the program and in part uniquely chosen by students to be part of an individual plan of study.

There are, in general, three places where Information Literacy is taught to all Individualized Majors.

First, the admissions process requires students to gather relevant information about courses and majors at UConn and elsewhere, as well as begin to consider how their plan will help them achieve the requirements for particular types of entry level graduate jobs and/or graduate school programs. This research is reflected in the written Statement of Purpose required of all applicants to the program. Students will also be asked to specify how they will enhance relevant information literacy skills during the period of their Individualized Major. In most cases, this will involve the inclusion of a research methods course from a relevant discipline in the plan of study. The program will foster the development of these skills through (1) preparation of related information sheets (in printed form and on-line) and (2) offering a FYE course ("Designing an individualized major") open to first year students and sophomores under the INTD 180 rubric from Fall 2005. This FYE course would be taught by professional staff from the Individualized & Interdisciplinary Studies Program, assisted by student facilitators. (Although optional, the FYE course is a first step toward introducing at a future time a one credit INTD course that is required as preparation for admission to the major.)

Second, students are required to specify one research methods or research course in their plans of study. This course should be taught by a department in which the major plans to take several 200-level courses as part of his or her plan of study. (The research methods course is currently a strong recommendation to students when they are designing their plans of study.) Double majors and additional degree students may choose to satisfy the Information Literacy competency outside the Individualized Major.

Third, students are required to take a capstone course in their final year of study. INTD 295W involves integration of academic and experiential learning through reflection and writing. A self-assessment of information literacy is one of the exercises in the course. The substantial writing assignment is defined in such a way as to require students to apply their information literacy skills. INTD 296W, the senior thesis, requires students to apply information literacy skills in a sustained piece of research and writing closely supervised by a faculty member. Double majors and additional degree students may choose to satisfy the capstone course requirement outside the Individualized Major.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

The capstone course is a requirement for all majors. This will assure that all students attain the exit expectations of the program for Information Literacy.

Date of Approval by Faculty or Appropriate Faculty Committee: IMJR Committee Oct. 12, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program Contact Person: Dr. Margaret Lamb, Individualized & Interdisciplinary Studies Program Director, 486-5829, Margaret.Lamb@uconn.edu

Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement

Major Program: Individualized Major

1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a

200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
INTD 295W Capstone Course
INTD 296W Senior Thesis
In addition, all students must nominate one 200-level in which they will write W course to develop writing in a relevant academic discipline. This course will normally be taught by a department in which the student plans to take a few 200-level courses as part of the Individualized Major plan of study, and where feasible the course should be a W course. This course will be selected by the student and approved by a committee of advisors.
Double majors and additional degree students may choose to satisfy the exit level Writing in the Major competency outside the Individualized Major.

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
INTD 295W is essential to the integration of academic and experiential learning through reflection and writing. Exercises require students to reflect upon the integration of relevant knowledge and skills gained from several academic disciplines. In addition, exercises require students to discuss and write about their Individualized Major in a manner suitable for an audience that includes potential employers and graduate school admissions committees.
INTD 296W, the senior thesis, provides an alternative form of integration of academic and experiential learning through reflection and writing. Working closely with supervision by a faculty member enables the student to integrate relevant knowledge and skills gained from several academic disciplines in a manner that will enhance future employment and/or application to graduate school.
The additional 200-level W course gives the Individualized Major the opportunity to write within an academic discipline that provides a substantial, but not sole, base for the Individualized Major. This more specialist endeavor complements the integrative, interdisciplinary writing that is fostered in INTD 295W and 296W.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.
The courses listed above are already required of Individualized Majors, either as part of their major program or as part of the CLAS graduation requirement. The only change to previous practice is a requirement strong preference that students choose two of their three 200-level W courses with a view to achieving outcomes pertinent to their Individualized Major.

4. Estimated number of majors currently in their senior year:
90 (70 single majors)

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
Final year single major Individualized Majors will be accommodated in INTD 295W from existing resources, supplemented with additional resources to buy-in adjunct faculty or one or two graduate assistants to teach additional sections, when required. Under current arrangements, INTD 295W will be taught by the Director of the program to the extent of one section in the Fall and one in the Spring. It is expected that two sections will be offered each semester once the

entire final year cohort is required to take a capstone course (Catalog 2004/5 introduced the requirement, therefore steady state demand is expected to be reached in 2005/6). Graduate students may teach the capstone course under the direct supervision of the Director or faculty. INTD 296W demand will depend on the number of honors students admitted to the program. To the extent that the size of the Honors Program remains constant, there is no increase in the resources required in the University's Undergraduate Program to supervise the senior theses of honors students.

Individualized Majors based in CLAS already have a requirement to take three 200-level W courses. Inclusion of a second W course in the Individualized Major plan of study, where feasible, will not alter this aggregate demand for W courses, nor should it make any significant change to the patterns of W course choice.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
INTD 295W and 296W are only open to Individualized Majors.

Date of Approval by Faculty or Appropriate Faculty Committee: IMJR Committee Oct. 12, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program Contact Person: Dr. Margaret Lamb, Individualized & Interdisciplinary Studies Program Director, 486-5829, Margaret.Lamb@uconn.edu

Date Submitted to GEOC _____

2004-104A-8 Italian Literary and Cultural Studies

Program Plan For Computer Technology Competency
Major Program: Italian Literary and Cultural Studies
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Norma Bouchard, norma.bouchard@uconn.edu, 6-3292, (860) 887 0895
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Italian Literary and Cultural Studies
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded:
The courses ILCS 255W, 260W, and 258W provide students with the necessary training for information resources in the bibliography for Italian Literary and Cultural Studies
Are all these courses required of your students?
Yes
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Norma Bouchard, norma.bouchard@uconn.edu, 6-3292, (860) 887 0895
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Italian Literary and Cultural Studies
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
255W
258W
260W
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs.
These courses are central to major program because they give students the opportunity to enhance their knowledge of the field of Italian Literary and Cultural Studies while refining their skills in writing and analyzing both verbal (255W) and visual texts (260W and 258W)
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.
NA
4. Estimated number of majors currently in their senior year: 6
5. How does the program intend to meet the demand for 200-level W courses in the major?
Italian Literary and Cultural Studies is a small program and we do not expect that the number of students taking a W course in the major will grow to more than 10. Given that the cap for the new W courses is of 19 and that ILCS offers 3 W courses,this should not be a problem in the future.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
There will be an estimated total number of 30 seats available in the 3 W courses offered by ILCS
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Norma Bouchard, norma.bouchard@uconn.edu, 6-3292, (860) 887 0895
Date Submitted to GEOC _____

2004-104A-9 Journalism

Program Plan For Computer Technology Competency
Major Program: Journalism
The Computer Technology Competency Exit Expectations of the Major Program:
__x__ Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).
All of our students must also be able to construct a news page using layout software. Students must be able to design a page, import and edit copy and photos, and select and use appropriate typefaces and styles. They must understand ethical issues concerning the alteration of photos.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 29, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program Contact Person: Maureen Croteau, 486-4221
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Journalism
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
Information literacy is central to journalism education. Our curriculum is designed to graduate students who are able to find information, assess its validity and evaluate its importance. Our students must also understand the ethical and legal issues inherent in presenting information to readers and viewers. Our core courses are central to this mission. They are Journalism 200W (Newswriting I), Journalism 201W (Newswriting II), Journalism 202 (Journalism Ethics), Journalism 220 (Law of Libel and Communications) and Journalism 230 (Copy Editing I). Students in Journalism 200W and 201W are introduced to reporting. They are taught to interview and to gather information from a variety of sources, including original documents and print and online sources. Faculty members work with our library liaison to provide instruction in the use of databases and other library resources that are of particular interest to journalists. In Journalism 230, students take on the role of editor, learning to evaluate information that is presented for publication. In Journalism 202 and 220, they explore the ethical and legal implications of presenting information to a mass audience.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
They are all required.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 29, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Maureen Croteau, 486-4221
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Journalism
List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
Journalism 200W (Newswriting I), Journalism 201W (Newswriting II), Journalism 212W (Feature Writing), Journalism 213W (Magazine Writing)
Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
Writing is central to the teaching and practice of journalism. In Journalism 200W and 201W, students learn to report and write hard-news stories of increasing complexity. In Journalism 212W, they report and write feature stories. In Journalism 213W, they report and write magazine stories.

If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Not applicable

Estimated number of majors currently in their senior year: 70

How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

We already teach these courses. Two of the courses, Journalism 200W and 201W, have been required of all journalism majors for many years.

Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

Yes. Approximately 16 seats in Journalism 200W are available to non-majors each semester. Additional seats are made available when possible.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 29, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: Maureen Croteau, 486-4221

2004-104A-10 Latin American Studies

Program Plan For Computer Technology Competency
Major Program: Latin American Studies
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ **Will not go beyond the University's Entrance Expectations.**
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 16, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person Peter Kingstone, 486-4964, LatinAmerica@uconn.edu
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Latin American Studies
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
The basic level of competency is met through library instruction sessions of ENGL 110/111. For LAMS majors, the advanced information literacy competency requirement is met through LAMS 290W. In this course, students have a session in the library, and are required to practice and apply information literacy skills as they develop a research paper. This research paper serves as the capstone project for the LAMS major.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
LAMS 290W is required of all LAMS majors.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 16, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person Peter Kingstone, 486-4964, LatinAmerica@uconn.edu
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement

Major Program: Latin American Studies
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
LAMS 290W: Latin American Studies Research Seminar
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
This course, which is the capstone course and required for majors and minors in Latin American Studies majors and minors, is the primary means by which we shall assure that all majors meet the "Writing in the Major" requirement. It provides an opportunity for students to pull together their studies of Latin America and the Caribbean by developing a research project and writing a 15 to 20-page paper using the methods and processes of original, library-based research. Throughout the semester, each student works on his or her own research and paper, and that ongoing work constitutes the material of the course. Seminar sessions are devoted to discussing and mastering the steps in the research process and group critiques of the papers-in-progress.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Not applicable
4. Estimated number of majors currently in their senior year: 6
5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
LAMS 290 (now LAMS 290W) has long been a requirement for LAMS majors. While a research paper has always been the central requirement, it was only recently made into a W course in order to meet the 200-level W requirement in the major. Thus, there is no impact on staffing or other resources, as the LAMS undergraduate advisor will continue to teach the course.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Yes. LAMS minors are also required to take LAMS 290W. The number of majors and minors is small enough that access to the class is not expected to be a problem.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 16, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person Peter Kingstone, 486-4964, LatinAmerica@uconn.edu
Date Submitted to GEOC _____

2004-104A-11 Maritime Studies

Program Plan For Computer Technology Competency
Major Program: Maritime Studies (MAST)
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 20, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Helen Rozwadowski. 860 405 9120.
Helen.rozwadowski@uconn.edu
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Maritime Studies (MAST)
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

Information Literacy is a leading course objective for the required capstone course in Maritime Studies, MAST 297W. Leading up to that course, the first course in the major sequence, the interdisciplinary course MAST 101, expands beyond ENGL 110/111 or equivalent by exposing students to library research tools that will be of use for the disciplines that comprise the major (English, History, Political Science, Economics, and Anthropology). These tools range from books, journals, and government documents to online journals and data or primary documents to electronic databases. The four-course disciplinary track (at the 200 level) exposes students to the standards of gathering information and evaluating it as is practiced by the particular discipline that they choose. MAST 297W, which is focused on a topical theme, permits majors to apply their growing disciplinary expertise in an original research project that is formulated to address the theme for the course. MAST 297W culminates in a 15-20 page research paper built on primary research. Students must develop a project idea and gather the necessary information, demonstrating in their final product the ability to judge the validity, reliability, and bias of their sources; to integrate new information into their own and the existing scholarly knowledge base; and to communicate to their peers and instructor their understanding and interpretation of their subject.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy. YES
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 20, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Helen Rozwadowski. 860 405 9120.
Helen.rozwadowski@uconn.edu
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Maritime Studies (MAST)
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
MAST 297W: Maritime Studies Capstone Seminar
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
In MAST 297W, students write a 15-20 page paper based on original research, with sources fully cited. Each MAST 297W course has its own topical framework (such as maritime law, or

African Americans and the maritime experience), within which each student develops a focused research topic. The course breaks down the process of formulating a research question, conducting research, drafting, and revising, with each step including graded assignments. Revision is to be based on comments on drafts by both the instructor and by peers in the course. The syllabus will fully explain the writing-related requirements and inform students that they must pass the W component of the course in order to pass the course.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. NA

4. Estimated number of majors currently in their senior year:

This year there are three senior majors. The program received Department of Higher Education approval in October 2003. Plans call for growing the program to 25 students/year, or a total of 100 majors.

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

MAST 297W is an existing course, for which the MAST Program, in conjunction with curriculum planners at Avery Point, plans have already been made to offer regularly.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

No.

Date of Approval by Faculty or Appropriate Faculty Committee: September 20, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Helen Rozwadowski. 860 405 9120.
Helen.rozwadowski@uconn.edu
Date Submitted to GEOC _____

2004-104A-12 Philosophy

Program Plan For Computer Technology Competency
Major Program: Philosophy
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 15, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: John Troyer
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Philosophy
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

Our History of Philosophy sequence, PHIL 221-222 is required of majors and provides instruction on both traditional and Contemporary sources of information (e.g. how to access original sources and how to use electronic version of resources like the Philosopher's Index), as well as guidance on how to evaluate the reliability of sources.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
Both PHIL 221 & 222 are required of majors.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 15, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: John Troyer
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Philosophy
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
Students can meet the "Writing in the Major" requirement by passing any 200-level W course in Philosophy.
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
All of our 200-level W courses are in areas central to our program.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.
4. Estimated number of majors currently in their senior year: 10-15
5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
We have few majors and providing sufficient W-offerings for them is not a problem.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major. Yes. 5-10
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 15, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program Contact Person: John Troyer
Date Submitted to GEOC _____

2004-104A-13 Spanish

Program Plan For Computer Technology Competency
Major Program: Spanish
The Computer Technology Competency Exit Expectations of the Major Program:
___**X**___ **Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).**

SPAN requires that students use appropriate diacritics, accented characters and orthographical and typographical conventions specific to written Spanish in word-processing software. The courses 278W, 291W and 292W all provide the necessary training.

Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Miguel Gomes, 486-3328, Miguel.Gomes@uconn.edu
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Spanish
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
Required courses in the Spanish major that teach literature or culture already integrate instruction in research methods, analytical interpretation and critical thinking; in so doing they also foster students' skills in information access, collection, assessment and evaluation. These information processes are mustered and synthesized in such concrete forms as book reviews, oral presentations, textual commentaries and research papers. In order to emphasize further the need for advanced information literacy in the production of academic writing, the competency will be embedded in the required W courses in the major: 278W, 291W, and 292W. Research, library, and information skills appropriate to the discipline will thus be developed in the process of teaching academic writing in Spanish.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
Yes. All majors are required to take at least one W in the major, thereby also verifying the advanced Information Literacy exit expectation. Additionally, all students are required to take both literature and culture courses that also address this competency.

Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Miguel Gomes, 486-3328, Miguel.Gomes@uconn.edu
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Spanish
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
278W. Intermediate Spanish Composition
291W. Advanced Spanish Composition
292W. Senior Seminar for Spanish Majors: Selected Topics in Hispanic Literature
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
These three writing courses are central to the major, in which Spanish-language writing skills and practice are an integral part of the entire program curriculum. Although writing is an

important part of every 200-level course in the major, these courses offer more intensive instruction and practice in writing and revision. Most majors will take 278W, Intermediate Spanish Composition, which is a course that offers systematic preparation in Spanish composition and revision, along with a sufficient mastery of grammar necessary for undertaking both activities successfully. Students that enter the major with advanced preparation (as demonstrated through AP examination or high-school Co-op credits) will usually achieve similar goals in 291W, Advanced Spanish Composition. In addition, for seniors and majors returning from study abroad, the program offers 292W, Senior Seminar for Spanish Majors: Selected Topics in Hispanic Literature, a research- and writing-intensive seminar dedicated to a more specialized topic in the field of Hispanic Studies. All majors will take at least one of these courses, depending on each student's prior preparation in Spanish and on his or her specific areas of interest within the field.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.

4. Estimated number of majors currently in their senior year: 40

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

The new W courses replace existing courses. Staffing is expected to remain similar to previous levels. 278W and 291W are capped at 15 students, while 292W is capped at 19. The exact number of sections of 291W or 278W may be fine-tuned to meet demand. 292W and 291W are always staffed by program faculty. 278W is staffed by program faculty, as well as by advanced, doctoral-level graduate assistants. The graduate assistants assigned to teach in this course will attend a graduate-level course in Teaching Methodologies, as well as a yearly week-long orientation program. In addition, they are regularly supervised and trained in a teaching practicum by a dedicated faculty member with a specialization in applied linguistics (Eduardo Urios-Aparisi), who serves as instructor of record for these courses.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

Yes. Approximately 79 in total, distributed as follows:

278W: approximately 60 seats open to non-majors,

291W: approximately 10 seats open to non-majors,

292W: approximately 9 seats open to non-majors.

Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program contact person: Miguel Gomes, 486-3328, Miguel.Gomes@uconn.edu

Date Submitted to GEOC _____

2004-104A-14 Women's Studies

Program Plan For Computer Technology Competency

Major Program: Women's Studies

The Computer Technology Competency Exit Expectations of the Major Program:

__X__ Will not go beyond the University's Entrance Expectations.

Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 4, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Marita McComiskey
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Women's Studies
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
For Women's Studies majors, Information literacy will be a special focus of two courses:
WS 265W: Women's Studies Research Methodology: Analysis of gender bias in research design and practice, problems of androcentric values, and overgeneralization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.
WS 289W: Senior Seminar in Women's Studies: A capstone course integrating and analyzing Women's Studies theory and subject matter through research on a common topic and discussion of advanced texts.
In both of these courses, and with increased sophistication in the capstone course, Women's Studies students learn to practice advanced information literacy through their research projects, group projects and discussion, consultations with their instructors, and/or library instruction sessions.
STANDARD ONE: The information literate student determines the nature and extent of the information needed. In both courses, students learn to define and articulate their need for information through distinctive Women's Studies methodologies. They learn to use new sources of information pertinent to Women's Studies research (e.g., oral histories or alternative press publications).
STANDARD TWO: The information literate student accesses needed information effectively and efficiently. In both courses, students learn to use resources specific to Women's Studies, such as specialized databases, journals, and presses.
STANDARD THREE: The information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base and value system. In both courses, students evaluate information for androcentric bias. They develop an understanding of the ways that the intersections of race, class, gender, sexuality and other factors can shape information.
STANDARD FOUR: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. In both courses, students pursue group and individual research projects that enable them to use information effectively while engaging in Women's Studies research.
STANDARD FIVE: The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally. Both courses emphasize rigorous and ethical research process and require students to credit sources appropriately and protect the privacy and security of sources as necessary.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
These are both required courses for our majors.
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 4, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program contact person: Marita McComiskey
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Women's Studies
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
WS 265W. Women's Studies Research Methodology
First semester. Three credits. Prerequisite: WS 103 or WS 104 or WS 124 or HIST 121.
Women's Studies majors are strongly urged to take this course as early as possible and before PHIL 218.
Analyses gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.
WS 289W. Senior Seminar in Women's Studies
Second semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Recommended preparation: WS 265 and PHIL 218 or consent of instructor. For WS majors only.
Capstone course integrating and analyzing Women's Studies theory and substance through research on a common topic and discussion of advanced texts.
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
Both courses are required for Women's Studies majors as part of the core curriculum. In both courses, students undertake writing projects that enable them to learn Women's Studies research methods as well as writing styles and formats appropriate to the discipline.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.
4. Estimated number of majors currently in their senior year: 10
5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
Women's Studies Core Faculty staff these courses and will continue to offer them yearly.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Both courses are reserved for Women's Studies majors.
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 4, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Marita McComiskey
Date Submitted to GEOC _____

2004-104B-1 Cognitive Science

Program Plan For Computer Technology Competency
Major Program: COGS (Cognitive Science)
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ **Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).**
The Research Methods Requirement must be satisfed by all students. Each of the courses that can be used to satisfy this requirement [Experimental Linguistics (Ling 215C); Laboratory in Cognition (Psyc 210W); Laboratory in Psycholinguistics (Psyc 211W); Laboratory in Sensation and Perception (Psyc 215W); Laboratory in Developmental Psychology (Psyc 232W); Laboratory in Physiological Psychology (Psyc 267)] involves extensive computer usage, including spreadsheets such as Excel for data compilation and graphical data presentation, software packages such as SPSS (Statistical Package for the Social Sciences) for data analysis, word processing programs for preparing their written laboratory reports, and a variety of software packages for stimulus presentation, data collection, and so on.
In this way we ensure that the students in the COGS major meet Exit Expectations (beyond the entry requirements) in the areas of Computer Operation, Spreadsheets, Statistical Software, Graphics and Multimedia.
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Jay Rueckl
Date Submitted to GEOC: _____

Program Plan For Information Literacy
Major Program: COGS (Cognitive Science)
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
In Cognitive Science, Information Literacy consists of students understanding (1) historical and contemporary theoretical perspectives and conceptual problems in our discipline, (2) how these problems have been addressed empirically, and, (3) what new questions might be posed toward further elucidating these problems and perspectives.
Thus, Research Methods Requirement ensures that Cognitive Science students meet appropriate Exit Expectations in Information Literacy. The Research Methods Requirement must be satisfed by all students. Each of the courses that can be used to satisfy this requirement [Experimental Linguistics (Ling 215C); Laboratory in Cognition (Psyc 210W); Laboratory in Psycholinguistics (Psyc 211W); Laboratory in Sensation and Perception (Psyc 215W); Laboratory in Developmental Psychology (Psyc 232W); Laboratory in Physiological Psychology (Psyc 267)] involves explicit instruction and exercises in the following areas:
* use of electronic resources for library research;
* critical evaluation of existing scientific research;
* appropriate citation of other authors;
* formulation of a research question, research hypothesis, experimental and null hypotheses;
* ethical considerations in the treatment of subjects and samples;
* statistical hypothesis-testing;
* presentation of new scientific findings, in both written and oral formats.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
The Research Methods Requirement must be fulfilled by all students.
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Jay Rueckl
Date Submitted to GEOC: _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: COGS (Cognitive Science)
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
CDIS 202/202W Speech and Language Acquisition
CDIS 244/244W Introduction to Neurogenic Communication Disorders
LING 244W (Language and Culture)
PHIL 212W (Philosophy of Science)
PSYC 202QW (Principles of Research in Psychology)
PSYC 210W (Laboratory in Cognition)
PSYC 232W (Laboratory in Developmental Psychology)
PSYC 267W (Laboratory in Physiological Psychology)
PSYC 291W (The History and Systems of Psychology)
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
Cognitive Science is an interdisciplinary field. Each of the courses listed above teaches students to write papers in accordance with the practices of one of the field's core disciplines. In particular, specific requirements exist with respect to the presentation of experimental methods and findings, the treatment of prior literature, and the articulation and evaluation of theoretical constructs and arguments.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. *Approximately 5*
5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
The courses mentioned are regularly taught.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Yes. Each of the above courses is offered by a department other than the Cognitive Science program.
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Jay Rueckl

2004-104B-2 Economics

Program Plan For Computer Technology Competency
Major Program: Economics
The Computer Technology Competency Exit Expectations of the Major Program:
__**X**__ **Will add the following expectations beyond the University's Entrance Expectations**
(Provide a brief description of the program's expectations and how they will be fulfilled).
Economics as a social science requires principally the basic competences in computer technology
that constitute the University's entrance expectation. To the extent that economics calls for
advanced competency, it is in the area of data manipulation and statistics. Students can gain this
extra competency at a minimally acceptable level through the Statistics courses – STAT 100Q or
STAT 110Q (or, by substitution, a more advanced STAT course) – that are already required of
majors.
In addition, the department offers a number of courses that provide more sophisticated
competency in computer data manipulation. These include ECON 217 (Information Technology
for Economics), ECON 212Q (Empirical Methods in Economics I), ECON 213W (Empirical
Methods in Economics II), and ECON 216Q (Operations Research). Many other courses (both
lower and upper division) also offer an opportunity to enhance computer skills.
Date of Approval by Faculty or Appropriate Faculty Committee: Sep. 10, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Richard N. Langlois
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Economics
Briefly describe how Information Literacy will be taught within your major program. List
courses in which these skills will be embedded.
To a large extent, the information literacy needs of economics students are similar to those of
students in other social sciences and humanities – the need to access, assess, and cite various
primary and secondary sources, in accord with ACRL Standards I-IV. There are, however, two
distinctive aspects of information literacy in economics: (1) the need to access, assess, and
manipulate quantitative data and (2) the contribution of the economic theory of intellectual
property rights to the student's understanding of the social issues surrounding the nature and use
of information (ACRL Standard V).
The primary delivery vehicle for information literacy in economics will be the W courses the
department offers. The following W-courses have been recertified by GEOC or are in the GEOC
pipeline: Economics 201W, 202W, 203W, 204W, 205W, 207W, 213W, 225W, 242W, 247W,
253W, 258W, 259W, 286W, and 289W. These courses explore various fields of or perspectives
on economics, and each thus teaches skills in information literacy in a manner appropriate to
economics. In many of these courses, data literacy is as important as literacy about published
sources.
In addition, the department offers specialized courses that teach advanced information skills.
Economics 217 (Information Technology for Economics) stresses hands-on lab work in data

acquisition and manipulation in various forms, including Excel spreadsheets. Students are also encouraged to take Economics 212Q and 213W, which teach econometrics, the methods of statistical analysis that are the bread-and-butter of present-day economics research. Many other upper-division courses also treat issues of information literacy, including quantitative literacy, in an *ad hoc* manner.

Students are exposed to the economics of intellectual property rights in both introductory and intermediate microeconomics (Economics 112 and 218). Students seeking greater depth can take Economics 232 (Industry and Government).

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

The explicit exit requirement we are setting is that students take at least one 200-level W course in Economics. This is already required under the new General Education system. In addition, students are required to take Economics 112 and 218, which expose them to the theory of intellectual property rights.

Date of Approval by Faculty or Appropriate Faculty Committee: Sep. 10, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Richard N. Langlois
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Economics
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
Economics 201W, 202W, 203W, 204W, 205W, 207W, 213W, 225W, 242W, 247W, 253W, 258W, 259W, 286W, and 289W. (All of these have either been recertified by GEOC or are in the GEOC pipeline for recertification.)
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
These are all courses within the major, and all focus on particular topics in, fields of, or perspectives on economics. The writing will thus be well integrated into the subject material of the major.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. N/A
4. Estimated number of majors currently in their senior year: 150
5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
We now count some 419 majors, a number that has been rising steadily for the past few years. Assume two-thirds are upperclassmen. That's about 150 per class. At 19 seats per W, we would need seven or eight W sections per year. But we have no way of identifying let alone filtering out those majors who have already taken one W in the major, and students will have an incentive to

take a second Economics W, as that would fulfill a major requirement simultaneously. Even if not all choose to take two Ws in the major (or we can do some informal filtering), we are still talking six W sections per semester.

In order to meet this demand, we will have to (A) create incentives for faculty to teach W versions, which are generally more demanding than non-W versions, and (B) increase the enrollment in non-W courses to make up for the opportunity cost of at least 16 seats every time a faculty member teaches a W instead of a non-W. We plan to explore innovative approaches to (A), including offering Ws in the summer (when faculty can get extra compensation) and assigning faculty members W and non-W sections of the same course in the same semester so that they can benefit from economies of scope. Faculty who volunteer to teach W courses might also receive teaching assistants to help with non-W aspects of their courses. Point B implies that some courses now taught as seminars will have to be converted into large (or semi-large) lecture format, possibly including the intermediate theory courses that all majors must take. As we like to say in Economics, there's no such thing as a free lunch.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
We do not propose to close our Ws to non-majors. But since majors get preference over non-majors in enrollment, and since majors are likely to fill up all the seats offered, it is unlikely as a practical matter that many seats will be available to non-majors.
Date of Approval by Faculty or Appropriate Faculty Committee: Sep. 10, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Richard N. Langlois
Date Submitted to GEOC _____

2004-104B-3 Geography

Program Plan For Computer Technology Competency
Major Program: Geography

The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).
Programming skills and numerical analysis of empirical databases are two advanced computer technology competencies appropriate for geography majors. These competencies are developed in Geography 242Q. Students are required to write programs to analyze databases they have prepared using the computer, and to perform statistical and other numerical analyses using programming procedures.
Date of Approval by Faculty or Appropriate Faculty Committee: Sep. 8, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Alexander Vias, 486-2213
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Geography
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

The department offers four W courses, all taught at least once a year. Over the course of writing a major term paper in each W course, a significant amount of class time is dedicated to familiarizing students with library resources, especially frequently used geography databases (e.g., Geobase, Ingenta, Infotrac, Science Direct, etc.) that provide information on the relevant literature, along with sources of raw data for analysis (e.g. Census, Bureau of Economic Analysis, USGS, NOAA, etc.) (ACRL Standard II). Students are also instructed on the appropriate styles used by geographers for citing data sources in scholarly papers (ACRL Standard V).

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

Yes, all majors must take at least one W course in the department.

Date of Approval by Faculty or Appropriate Faculty Committee: Sep. 8, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program contact person: Alexander Vias, 486-2213

Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement

Major Program: Geography

1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)

GEOG 280W The Geographical Analysis of Urban Social Issues

GEOG 286W Environmental Evaluation and Assessment

GEOG 287W Environmental Restoration

GEOG 288W Regional Development and Policy

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

All the above courses provide majors with a thorough introduction to writing in geography, especially the identification of geographic data sources and reference materials, the development of research questions, writing analyses of the current literature, and how to present empirical findings in a coherent fashion. Finally, the procedures and rules for documenting data sources and references are studied.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. None are offered by other academic units

4. Estimated number of majors currently in their senior year: 20-25

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

All W courses are offered at least once a year. GEOG 286 W is offered with three individual sections to allow up to 57 students per course. This more than covers Geography majors, plus a number of students from other departments.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
About 5 seats per section will probably be available for students outside geography
Date of Approval by Faculty or Appropriate Faculty Committee: Sep. 8, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Alexander Vias, 486-2213
Date Submitted to GEOC _____

2004-104B-4 Political Science

Program Plan For Computer Technology Competency
Major Program: Political Science
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ **Will not go beyond the University's Entrance Expectations.**
Our computer technology competency exit expectations are the same as those of the expectations established by the university.
_____ **Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).**
Date of Approval by Faculty or Appropriate Faculty Committee: September 15, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Jennifer Sterling-Folker, 486-2535
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Political Science
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
Information literacy will be embedded in all Ws and W add-ons taught within the major. In consultation with our library liaison, we have established the following instructional criteria for all Ws and W add-ons in our major:
In order to meet ACRL Standard I Advanced Level, (the student determine the nature and extent of information needed), every W will require that students develop a research project proposal with an accompanying annotated bibliography of a specified number of sources. If the course requires critical essays rather than a research paper, then this exit requirement may be fulfilled via the critical analysis of a selected bibliography that assesses researched sources in light of course topics.
In order to meet ACRL Standard II Advanced Level (the student accesses needed information effectively and efficiently), the library liaison will work with the instructor during designated class sessions to acquaint the students with pertinent print and electronic resources within the discipline. The library liaison and the instructor will teach students how informational resources have been organized within the discipline, how to formulate questions and key words for the purposes of database research, how to access and search source databases most relevant to the major, and how to assess the quantity and appropriateness of the information retrieved.
In order to meet ACRL Standard III Advanced Level (the student evaluates information and its sources critically), the library liaison and instructor will include discussions regarding how to determine a scholarly, appropriate source, and how to critically assess the reliability of

information. Particular attention will be paid to recognizing and assessing the problems with the collection and compilation of aggregate information within the discipline.

In order to meet ACRL Standard IV Advanced Level (the student uses information effectively to accomplish a specific purpose), instructors will expect students to utilize the information and sources they gather in their writing assignments for the course. Students will be instructed on how to produce written work that conforms to the critical analytical and formatting expectations of the discipline.

In order to meet ACRL Standard V Advanced Level (the students understands the economic, legal, and social issues surrounding the use of information), the instructor will teach students the appropriate citation style of the discipline (APA) and expect them to utilize the style in their writing. The instructor will also discuss the ethical and legal issues of research in the discipline, including policies regarding human subject research. Should a students research involve human subjects, they will expected to comply with all relevant university and legal policies.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

All political science majors will fulfill the exit requirements for Information Literacy within the major because they are required to take a political science W and all political science Ws must comply with the specifications as outlines above. In other words, information literacy requirements are incorporated in all political science Ws, and majors will fulfill the requirements by virtue of their successfully passing a political science W.

Date of Approval by Faculty or Appropriate Faculty Committee: September 15, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Jennifer Sterling-Folker, 486-2535
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement

Major Program: Political Science

1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)

Political Science majors will be able to satisfy the general education requirement with any 200-level POLS W course. The department has already received GEOC re-certified for many of our 3-credit W courses (including 206W, 231W, 233W, 263W, 279W, 288W, and 296W), and we are in the process of developing C&C proposals for more 3-credit W variants for existing non-W courses. The successful completion of any 3-credit W POLS courses will allow students in the major to satisfy the writing-in-the-major requirement. We are also in the process of developing a C&C proposal for a 1-credit W add-on which would then be attach to a variety of existing non-W courses each semester in order to meet the W demands from our majors. These would also allow students to satisfy the writing-in-the-major requirement.

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

Every political science W courses has a content that is relevant to one of the traditional subdivisions within political science. Hence fulfillment of a W course also fulfills major course

requirements of the major. This is because the writing component of every political science W course seeks to synthesize course content with advanced research and writing appropriate to the discipline. Hence POLS279W, South Asia in World Politics, typically requires a major research paper on a topic such as relations between India and Pakistan that conforms to the research, writing, and presentation style of the discipline. The course can be used to fulfill the writing-in-the-major requirement as well as fulfill a major course requirement in the international relations subdivision of the discipline. Similarly, POLS233W, Comparative Political Parties and Electoral Studies, typically requires a major research paper that compares the political parties or electoral systems of two or more nation-states. The course fulfills both the writing-in-the major and the major course requirement in the comparative politics subdivision in the discipline. Hence the writing in a POLS W course is always intimately linked to and synthesized with the content of the course, and that content fulfills course requirements of the major.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Does not apply.

4. Estimated number of majors currently in their senior year:
Number of majors estimated to currently be in their senior year is 200.

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
We intend to meet the demand for 200-level W courses by increasing the number of Ws we offer each semester. Staffing will be a combination of faculty and faculty supervised graduate student teaching assistants (TAs). Some Ws will be taught solely by faculty, others will involve Writing sections with faculty supervision of TAs. The latter will typically be structured so that thefaculty member is the instructor of record who lectures to the entire enrolled class and oversees all administrative aspects of the course. TAs would be responsible for teaching writing sections with enrollment limits of 19, and TAs who are utilized for this purpose will be required to receive training from the Writing Center and attend all relevant Writing Center workshops. The supervising faculty member is expected to remain engaged in and oversee TA writing instruction on a weekly basis, so that faculty supervision of TAs will be strictly maintained.

Regarding the question of resource allocation, there is no question that the need to increase our number of Ws will put severe strains on our present faculty and TA resources. Our faculty to major ratio is roughly 30 students to every 1 faculty member. In order to meet the demands of our majors, we have had to dramatically increase our average 200-level non-W class size, and we have had to rely on graduate student TAs in order to provide greater 200-level non-W course offerings. The writing-in-the-major requirement, with a restriction of 19-students per section, will require the reallocation of departmental resources from other courses and content areas that are demanded by our majors. Our ability to continue providing for the overall basic needs of our majors under the new GEOC is questionable if more resources are not forthcoming.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
No, given the current ratio of political science majors to political science faculty, it would be impossible for us to open any of our Ws to students outside the political science major program.

Date of Approval by Faculty or Appropriate Faculty Committee: September 15, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Jennifer Sterling-Folker, 486-2535

2004-104B-5 Psychology

Program Plan For Computer Technology Competency
Major Program: Psychology
The Computer Technology Competency Exit Expectations of the Major Program:
**__X__Will add the following expectations beyond the University's Entrance Expectations
(Provide a brief description of the program's expectations and how they will be fulfilled).**
PSYC 202QW (Principles of Research in Psychology). In this course, which is required of all
majors, students learn to use the computer software package SPSS (Statistical Package for the
Social Sciences) for analyzing their laboratory data. Students also use Excel for graphical
presentation data and Word for preparing their written laboratory reports. Students typically take
PSYC 202QW in their 3rd to 5th semester to prepare them for subsequent research experience in
our upper-division laboratory courses as well as supervised research and independent studies
Students enrolled in any of our eight advanced research laboratories courses – Cognition (PSYC
210W), Psycholinguistics (PSYC 211), Sensation and Perception (PSYC 215), Developmental
(PSYC 232W), Social (PSYC 242), Personality (PSYC 244W), Animal Behavior and Learning
(PSYC 263W), Physiological (PSYC 267W) – or in any of our three individualized research
courses – Undergraduate Research (PSYC 297); Independent Study (PSYC 299); Senior Thesis
in Psychology (PSYC 296W) – typically learn and use advanced statistical and data analytic
techniques relevant to the area of research in which they are engaged, under the direct
supervision of laboratory TAs and/or faculty.
Date of Approval by Faculty or Appropriate Faculty Committee: April 30, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: David B. Miller
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Psychology

**Briefly describe how Information Literacy will be taught within your major program. List
courses in which these skills will be embedded.**
In Psychology, Information Literacy consists of (1) students understanding historical and
contemporary theoretical perspectives and conceptual problems in our discipline, (2) how these
problems have been addressed empirically, and, (3) what new questions might be posed toward
further elucidating these problems and perspectives. Posing such research questions and
engaging in literature searches using PsycINFO and other databases provide students with a
direct means of gaining Information Literacy in our discipline. The main avenue by which all
majors obtain Information Literacy is PSYC 202QW, but there are other Psychology courses that
provide similar experience:
PSYC 132 (General Psychology I.): Students collect data in the weekly computer-based
laboratory associated with this course and also participate in ongoing research being conducted
by faculty and graduate students. This introduces them to psychological research from the
perspectives of experimenter and subject.

PSYC 135 (General Psychology II Enhanced): Students discuss psychological research in weekly discussion groups and continue to participate in ongoing psychological research.

PSYC 202QW (Principles of Research in Psychology): Students learn how to use PsychINFO and engage in literature searches. They also learn how to write laboratory reports using the APA style as prescribed by the *Publication Manual of the American Psychological Association.* As one of the course requirements, students, working in small groups of 4 or 5, design their own experiments, conduct a literature search using PsychINFO and other relevant databases, collect and analyze their data, prepare a research report using APA style, and present their research results at a poster session that we call "An Evening of Psychological Science: The Next Generation," which is attended by most of the psychology faculty and graduate students, as well as University administrators.

Eight advanced research laboratories courses in Cognition (PSYC 210W), Psycholinguistics (PSYC 211), Sensation and Perception (PSYC 215), Developmental (PSYC 232W), Social (PSYC 242), Personality (PSYC 244W), Animal Behavior and Learning (PSYC 263W), and Physiological (PSYC 267W). Typically six of these several advanced laboratory courses are offered each year, with enrollment capacities in these courses limited to 10 to 19 students per course. In each of these courses, students learn specialized methodological and data analysis techniques, engage in research, and write-up their research in the form of laboratory reports, research posters, and/or research papers. In doing so, students use PsychINFO and do extensive literature searches, and use the APA style as prescribed by the *Publication Manual of the American Psychological Association* in all of their written products.

Three individualized research courses including Undergraduate Research (PSYC 297); Independent Study (PSYC 299); and Senior Thesis in Psychology (PSYC 296W) have annual enrollments of approximately 300 students per year. Students taking these research intensive courses gain first-hand research experience under the supervision of a faculty member by enrolling in one or more of these research courses. A major component of these research experiences is conducting a literature search using PsycINFO and other databases.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

PSYC 202QW (Principles of Research in Psychology), sometimes offered as PSYC 202Q at regional campuses, is required of all Psychology majors and minors. The Information Literacy component described above occurs in both 202QW and 202Q.

While our eight advanced laboratory courses and our three individualized research courses are not required, virtually all of our majors take at least one of the courses during their UConn careers, and our more advanced undergraduates take several of these courses during their UConn careers. Typically each year, over 50 research products (papers or posters presented at regional or national conferences, papers published in research journals) have as co-presenters/authors or as sole-presenters/authors undergraduate students enrolled in one or more of these advanced and individualized research courses.

Date of Approval by Faculty or Appropriate Faculty Committee: April 30, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: David B. Miller
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Psychology

1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)

PSYC 202QW (Principles of Research in Psychology)
PSYC 205W (Introduction to Behavioral Genetics)
PSYC 210W (Laboratory in Cognition)
PSYC 232W (Laboratory in Developmental Psychology)
PSYC 239W (Current Topics in Developmental Psychology)
PSYC 241W (Current Topics in Social Psychology)
PSYC 244W (Laboratory in Personality)
PSYC 245W (Abnormal Psychology)
PSYC 263W (Laboratory in Animal Behavior and Learning)
PSYC 267W (Laboratory in Physiological Psychology)
PSYC 270W (Black Psychology)
PSYC 282W (Social-Organizational Psychology)
PSYC 288W (Current Topics in Industrial/Organizational Psychology)
PSYC 291W (The History and Systems of Psychology)
PSYC 296W (Senior Thesis in Psychology)

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

PSYC 202QW (Principles of Research in Psychology)
This course is required of all Psychology majors and minors and, therefore, is the primary means by which we shall assure that all majors meet the "Writing in the Major" requirement. Psychological research is foundational to our program. Accordingly, students in PSYC 202QW are given detailed instruction and feedback on writing a research paper in psychology based on a research project that they design and execute. The instruction they receive includes the use of APA format, as prescribed by the *Publication Manual of the American Psychological Association*. Because students take this course in their 3rd-to-5th semester, the writing experience gained in PSYC 202QW further prepares them for writing research papers in many of our upper-division content courses and, especially in our laboratory courses, most of which are also W-courses. This also prepares them to write research papers based on supervised/independent research projects in our research courses (PSYC 296W, 297, 299), in which 375 to 400 students enroll annually.

PSYC 205W, 239W, 241W, 245W, 270W, 282W, 288W, 291W
These courses provide students with the opportunity to write papers in specific content areas of psychology, and they represent a wide range of subdisciplines within psychological science.

PSYC 210W, 232W, 244W, 263W, 267W
These laboratory courses are taken after students have completed the prerequisite content courses for each of these subdisciplines. Students write research papers based on the experiments they conduct within these laboratory courses.

PSYC 296W
Psychology Honors students enroll in this course while writing their Honors thesis, which is based on a research project that they have designed, executed, and analyzed.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Not applicable.

4. Estimated number of majors currently in their senior year: 275

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

PSYC 202QW will be the primary means by which students will meet the "Writing in the Major" requirement. There will be 8 to 10 sections (20 students/section) offered each Fall and Spring serving 320 to 400 majors, minors, and individualized majors per year on the Storrs campus. Professors meet with groups of 2-3 sections for 3 hr/week (lecture), and each section meets independently for 2 hr/week with an experienced graduate assistant laboratory/discussion leader and a graduate assistant writing instructor. The writing instructor will be supervised by a faculty member in our Department and will also receive training in "writing skills" from the Institute of Teaching and Learning (ITL) via Professor Tom Recchio in the Department of English. This training will be intensive prior to the beginning of the semester, and may continue throughout the semester.

PSYC 202QW will be offered at least once each academic year at Avery Point, Stamford, and the Tri-Campus. The laboratory and writing will be supervised directly by the faculty member teaching the lecture portion of the course.

The other 2xxW courses listed above are typically offered at least once each year.

We plan to assign one 10-hr TA to cover the W component of two laboratory sections (with 20 students per section) of Psychology 202Q. We plan to offer 10 to 12 laboratory sections of 202QW each semester. In addition, one 10-hr TA will be used for a 202QW TA coordinator each semester. These TAs will be supervised by a faculty TA 202QW coordinator, who will receive a one course teaching reduction annually for serving as the faculty coordinator.

Thus, the total staffing each year will require a maximum of 15 TAs (12 202QW TAs, 2 202QW TA coordinators, and 1 TA to cover the course reduction for the faculty coordinator. At approximately $5K per TA, the total annual cost to implement PSYC 202QW will be approximately $75K.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

All of our W courses are open to students outside the Psychology major. However, PSYC 202QW has a quota that allows up to 15% of the enrollments to be non-majors.

Date of Approval by Faculty or Appropriate Faculty Committee: April 30, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program contact person: David B. Miller

Date Submitted to GEOC _____

2004-104B-6 Sociology

Program Plan For Computer Technology Competency

Major Program: Sociology

The Computer Technology Competency Exit Expectations of the Major Program:

___X___ Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).

The Sociology Department will begin requiring all students to take SOCI 207Q: Quantitative Methods in Social Research. This course provides practical work in the design and execution of research, hypothesis testing, data analysis, and interpretation. It requires that students complete computer exercises using real data sets of sociological interest, such as surveys of individuals or aggregate measures relating to the states of the U. S. The students analyze these data using regression and other models in statistical software packages such as SPSS

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 29, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Brad Wright
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Sociology
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

The Sociology Department requires SOCI 205: Methods of Social Research for all of its majors, and central to this course are issues of locating, evaluating, summarizing, comparing, and reporting information. Topics in this course typically include (a) the uses of official statistics, such as Census data, (b) the uses of archived personal narratives, letters, diaries, first-person accounts, newspaper articles, police blotters, etc., (c) the uses of survey data as reported in newspapers and magazines as well as in professional journals, and (d) the uses of archived, raw individual-level data, whether derived from surveys or from other data collection modes. It also includes an introduction to the various forms of the literature of the field and some training in how to discern quality work.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

Sociology majors are required to take SOCI 205

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 29, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Brad Wright
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Sociology
List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)

SOCI 216 W - CriminologySOCI 217 W - DevianceSOCI 218 W - DelinquencySOCI 219 W - Drugs & SocietySOCI 226 W - Modern AfricaSOCI 227 W - Revolutionary Social Movements SOCI 230 W - Individual and SocietySOCI 240 W - Ethnicity and RaceSOCI 242 W - American JewrySOCI 243 W - Prejudice and DiscriminationSOCI 244 W - Mental illnessSOCI 245 W - SexualitiesSOCI 247 W - HealthSOCI 248 W - Aging in American Society SOCI 249 W -

PovertySOCI 250 W - FamilySOCI 252 W - GenderSOCI 253 W - ReligionSOCI 255 W - PopulationSOCI 258 W - Developing WorldSOCI 259 W - Energy, Environment and SocietySOCI 260 W - Social OrganizationsSOCI 265 W - Complex OrganizationsSOCI 267 W - Public Opinion & Mass CommunicationSOCI 268 W - Class, Power, and InequalitySOCI 269 W - Political SociologySOCI 270 W - Social TheorySOCI 280 W - UrbanSOCI 281 W - Urban problemsSOCI 282 W - UrbanizationSOCI 283 W - City LifeSOCI 288 W - EducationSOCI 290 W - Social movements and Social ChangeSOCI 294 W - Senior thesisSOCI 296 W - Field experience

Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

Sociological writing is linked with the design and reporting of research in all the specialties represented by these courses. It emphasizes (a) scholarly reviews of the sociological literature, (b) development of the theoretical foundations for a piece of research, (c) conceptualization and operationalization (devising measurements of concepts), (d) data collection, (e) data analysis and interpretation, and (f) the drawing of conclusions. Development of this skill is integral to the Department's objective of producing students who can ask difficult questions about non-obvious aspects of the web of social relations called society.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. N/A

4. Estimated number of majors currently in their senior year:

We currently have about 150 seniors in the major.

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

We already offer most of these courses on a regular basis, and so no additional sections or staffing is needed.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

Yes. We estimate that about one-half of the seats will be available to students outside the major.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 29, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Brad Wright
Date Submitted to GEOC _____

2004-104B-7 Urban and Community Studies

Program Plan For Computer Technology Competency
Major Program: Urban and Community Studies
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ **Will not go beyond the University's Entrance Expectations.**
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 28, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Stephen L. Ross

Date Submitted to GEOC _____

Program Plan For Information Literacy

Major Program: Urban and Community Studies

Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

Information literacy requirements beyond the basic requirements met as part of ENGL 110/111 will be taught in URBN230. The requirements to be met in the course include:

ACRL Standard I:

Develop a research statement based on expressed information needs and course assignments. Discuss appropriate resources and provide a rationale for the format or type selected including both secondary and primary research sources.

ACRL Standard III:

Critically assess the validity, reliability, and bias of the retrieved information.

ACRL Standard IV:

Create a product or performance in response to an initial information need in a formal discipline specific format demonstrating an understanding of research tools

ACRL Standard IV:

Demonstrate facility with discipline specific citation styles.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

Yes. URBN 230 is offered annually on all campuses that offer the major and required for all majors.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 28, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program contact person: Stephen L. Ross

Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement

Major Program: Urban and Community Studies

1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)

GEOG280W, HIST/URBN241W, POLS/URBN263W, SOCI248W, SOCI/URBN280W, SOCI/URBN281W, SOCI283W, URBN290W

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

All of these courses are part of the Urban and Community studies major. These courses have been evaluated and are considered as containing a substantial amount of content concerning cities and communities. The nature of the writing that is appropriate for an Urban and Community studies major depends upon their interests and focus. For example, if the student is interested in Urban Culture, HIST241W will provide an opportunity to write about cities from an historical context. On the other hand, a social science focused student is likely to take a W course

in geography, political science, or sociology, and the research paper orientation in the writing in these courses is appropriate for such a student.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.

These courses have previously been approved by the participating departments for inclusion in the Urban and Community Studies major. In terms of resource allocation, the resources for offering the necessary courses at the Tri-campus are provided by the Tri-campus AVP and the Urban and Community Studies Program. At Storrs, the only W course currently available is GEOG280W, which the Geography department chair has indicated will remain open to Urban and Community Studies majors.

4. Estimated number of majors currently in their senior year:

Hartford – 15
Waterbury – 8
Storrs – 12

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

Hartford – SOCI281W (1), SOCI283W (1), POLS263W (1),URBN290W (As needed)
Waterbury – HIST241W (1), SOCI24W 8 (1), POLS263W (1), URBN290W (As needed)
Storrs – GEOG280W

6.Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

The Hartford and Waterbury courses are unrestricted. GEOG280 is offered by the Geography department at Storrs and naturally open to all Geography majors.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 28, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Stephen L. Ross
Date Submitted to GEOC _____

2004-104C-1 Applied Mathematical Sciences/BA

Program Plan For Computer Technology Competency
Major Program: Bachelor of Arts in Applied Mathematical Sciences
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ **Will not go beyond the University's Entrance Expectations.**
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

Program Plan For Information Literacy
Major Program: Bachelor of Arts in Applied Mathematical Sciences
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

The student is expected to do a considerable amount of literature search and use library and Web resources in each of the following courses or sequences Math 200-201W, Math 202W, Math 242W, or Math 292W.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
All students are required to take one of these courses or sequences
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Bachelor of Arts in Applied Mathematical Sciences
1. List the 200-level W courses or their equivalents which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study:
Math 200-201W, Math 202W, Math 242W, or Math 292W
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs:
These courses are designed to help develop the student's ability to communicate mathematics effectively.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Not applicable.
4. Estimated number of majors currently in their senior year: Information currently being gathered. Will be provided in the final draft.
5. How does the program intend to meet the demand for 200-level W courses in the major?
We will use existing staff and adjuncts.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major. Yes: Math 242W will open 10 seats each semester
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

2004-104C-2 Applied Mathematical Sciences/BS

Program Plan For Computer Technology Competency
Major Program: Bachelor of Science in Applied Mathematical Sciences
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

Program Plan For Information Literacy
Major Program: Bachelor of Science in Applied Mathematical Sciences
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded. The student is expected to do a considerable amount of literature search and use library and Web resources in each of the following courses or sequences Math 200-201W, Math 202W, Math 242W, or Math 292W.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy. All students are required to take one of these courses or sequences
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Bachelor of Science in Applied Mathematical Sciences
1. List the 200-level W courses or their equivalents which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study:
Math 200-201W, Math 202W, Math 242W, or Math 292W
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs:
These courses are designed to help develop the student's ability to communicate mathematics effectively.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Not applicable.
4. Estimated number of majors currently in their senior year: Information currently being gathered. Will be provided in the final draft.
5. How does the program intend to meet the demand for 200-level W courses in the major? We will use existing staff and adjuncts.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major. Yes: Math 242W will open 10 seats each semester
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

2004-104C-4 Communication Sciences: Communication concentration

Program Plan For Computer Technology Competency
Major Program: Communication Major, Communication Concentration
The Computer Technology Competency Exit Expectations of the Major Program:
___x____ Will not go beyond the University's Entrance Expectations.

Basic University requirements for computer competence satisfy this department's requirements. Courses that will further enhance competency in Computer Technology include COMM 130, 212, 262, and 264.

The Department of Communication Sciences, Communication Section recognizes the importance of developing students' computer competency. Many of our students will go on to communication careers related to computer technology, including digital media production, e-commerce, information services, and data communication. We offers several courses that can enhance students' breadth and depth in this area. For example, Comm 130 (Mass Communication Systems), teaches students about the technical structure and functions of mediated communication systems, the history and infrastructure of the Internet and computer networks, in addition to other digital media technologies. Also, all students in Comm 262 (New Communication Technology) are required to learn a number of practical computer skills, including using WebCT and creating Webpages. However, the lack of computer lab facilities, lack of access to off-site computer labs that are equipped to teach these courses, and shortages in technical support make it extremely difficult to provide these opportunities to *all* of our students. Therefore, the catalogue copy points to the courses that enhance computer competency skills but does not require that each major takes them.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 28, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Ross Buck
Date Submitted to GEOC _____

Program Plan for Information Literacy
Major Program: Communication Major, Communication Concentration
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

To satisfy the Information Literacy competency for the COMM section of the Dept. of Communication Sciences AND for the University of Connecticut, all
COMM students must take COMM 200Q and two (2) "core" courses (described below in more detail).
They may also choose from a list of other courses in which IL skills are embedded.
The courses that will further enhance competency in Information Literacy include COMM 205, 210, 211, 215, 220, 225W, 226, 230, 232, 233, 234, 241,
242, 245, 250, 251W, 255, 260, 262, 270W, 271, 272, and 273W.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information
Literacy.

Not all of the courses listed above are required. The following course is required:
COMM 200Q Research Methods in Communication
Students must take at least two (2) of the following Core courses to fulfill graduation requirements:
COMM 210 Persuasion
COMM 220 Interpersonal Communication
COMM 230 Effects of Mass Media
The Information Literacy exit expectations will be well attained by all our students since they take three (3) courses that are imbedded with the

needed competency. As part of COMM requirements at the department level, they must take several other COMM courses for necessary credits. These
other courses will strengthen student experience and knowledge regarding IL.
In addition, we will be offering a course COMM 231W Media Literacy for majors. The content is particularly relevant for many aspects of information literacy. With additional resources, we would be pleased to offer more sections of the course for students in other majors.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 28, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Ross Buck
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major program: Communication Sciences, Communication Concentration
1. List 200-level W courses in the major.
225W, 231W, 242W, 244W, 251W, 270W, 273W, 283W, 286W, and 296W
2. Briefly explain how the writing components are central to the major.
Employers expect communication majors to be able to communicate using the building blocks of writing, reading, speaking, and listening. Surveys from business managers continue to indicate that expository and persuasive writing are the most desired skills needed by their employees. We have therefore created a set of courses that are designed to emphasize different types of communication competencies, including writing and public speaking. All majors take a required 100-level public speaking course. Currently, at least two-thirds of our majors are headed for careers in media industries, public relations, advertising, sales, or marketing; we have therefore designed a number of new writing courses with those career tracts in mind. We will be offering two new courses COMM 286, Business Communication, and COMM 283W, Public Relations Writing, that provide intensive writing in specific formats needed in business and public relations careers. In the other courses listed above students do expository, persuasive, and summary writing.
3. No courses listed above are from another major.
4. Estimated number of majors currently in their senior year: 140.
5. How does the program intend to meet the demand for 200-level courses in the major?
(a) Meeting the demand by majors. We currently offer 4 W sections per year. That will need to be increased to 8-10 W courses per year, given current enrollments. We expect that some, perhaps many, students will prefer to take more than one W in the major. In particular, we think the Business Communication and Media Literacy and Criticism class both appeal to the majority of our majors.
Therefore, to meet the new requirement for writing in the major, *we need at least one new faculty member* to handle the additional sections of W courses for majors alone. Note that we already have a very high student-faculty ratio, averaging 40 to 1. Too much of our teaching is already handled by Teaching Assistants, creating an excessive supervisory burden on the faculty already overburdened with advising. We also typically have at least one temporary PhD-level hire per year to meet demand for courses at the 100-level.
(b) Meeting demand by non-majors. If enrollments at other universities are a guide, both the Business Communication and Media Literacy and Criticism courses can be expected to have very broad appeal outside the major. Note that we handle 500 students per semester in COMM 105 Public Speaking, with a demand for the course estimated at 650 per semester. We think that

a Business Communication course could have the same draw. Media Literacy and Criticism is often used to meet a writing-across-the-curriculum requirement in other universities. We would need additional sections to handle non-majors in those courses.

The demand by non-majors could be met in several ways. First, with one additional hire, we could potentially teach 4 more W sections, for a total of 76 W seats. Alternately, we could use the COMM 105 model and use a new hire to supervise graduate students teaching sections of Business Communication. We currently have one faculty member supervising up to 20 sections per semester taught by a total of 10 TAs.

6. Will any courses listed above be open to students outside the major? # seats?

Several of the courses could be open to non-majors, if additional resources were provided. In particular, we would expect that very large numbers of students would be interested in a Business Communication course (COMM 286W). In the plans above, one additional faculty member could add 76 seats of Media Literacy per year. One additional faculty member and 10 full-time TAs could handle 480 seats of Business Communication.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 28, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Ross Buck
Date Submitted to GEOC _____

2004-104C-5 Communication Sciences: Communication Disorders concentration

Program Plan For Computer Technology Competency
Major Program: Communication Disorders

The Computer Technology Competency Exit Expectations of the Major Program
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 28, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Harvey R. Gilbert
Date Submitted to GEOC: _____

Program Plan For Information Literacy
  Major Program: Communication Disorders
  Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

CDIS 201, 202, 247 and 250 provide the scientific foundations for the study of speech, language, and hearing. They are the prerequisites to the advanced courses in the undergraduate major in communication disorders. In each of these courses, research in speech, language, and hearing is reviewed. Students are exposed to the major research journals and electronic searches of information sources and data bases. Research methodololgies used in speech, language, and hearing are reviewed. Research papers are read by students and critiqued. Ethical practices in conducting research are discussed with reference to the ASHA Code of Ethics. CDIS 202(W), 244(w), and 249(W) provide the basic and advanced student competencies in information literacy. All students in the major are required to take at least one of the aforementioned W

courses where a15-page research paper is mandatory. In conjunction with the course instructor, Barbara Cervera, library liasion for the department, will assist the students in learning how to access information needed for research assignment(s). Each student will need to understand the scope of their research project in order to assess information and incorporated pertinent information into their paper.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy. Yes

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 28, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program contact person: Harvey R. Gilbert

Date Submitted to GEOC: _____

Program Plan for the "Writing in the Major" General Education Requirement

  Major Program: Communication Disorders

1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)

CDIS 202(W) – Speech and Language Acquisition

CDIS 244(w) – Introduction to Neurogenic Communication Disorders

CDIS 249(W) – Introduction to Aural Rehabilitation

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

All students in the major are required to take at least one of these courses. A 15-page research paper will be required in each course. In conjunction with the course instructor, Barbara Cerbera, the library liaision to the department, will teach the students how to access information through exposure to the major research journals and electronic searches of information sources and data bases. Research methodologies and scientific writing used in speech, language and hearing will be taught.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. --

4. Estimated number of majors currently in their senior year: 40 majors

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

For each of the three W courses, faculty will teach the writing part of the course and doctoral students will help co-teach the didactic part of the course.

CDIS 202(W) – Grela or Johnson

CDIS 244(w) – Coelho

CDIS 249(W) - Moncrieff

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

No, it is anticipated that students in Communication Disorders will take more than 3 writing credits in the Major. The goal is to have most CDIS students take 6 credits of writing in the major.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 28, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Harvey R. Gilbert
Date Submitted to GEOC: _____

2004-104C-7 Mathematics/BA

Program Plan For Computer Technology Competency
Major Program: Bachelor of Arts in Mathematics
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

Program Plan For Information Literacy
Major Program: Bachelor of Arts in Mathematics
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

The student is expected to do a considerable amount of literature search and use library and Web resources in each of the following courses or sequences Math 200-201W, Math 202W, Math 242W, or Math 292W.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

All students are required to take one of these courses or sequences

Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Bachelor of Arts in Mathematics
1. List the 200-level W courses or their equivalents which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study:
Math 200-201W, Math 202W, Math 242W, or Math 292W
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs:
These courses are designed to help develop the student's ability to communicate mathematics effectively.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Not applicable.
4. Estimated number of majors currently in their senior year: Information currently being gathered. Will be provided in the final draft.
5. How does the program intend to meet the demand for 200-level W courses in the major? We will use existing staff and adjuncts.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Yes: Math 242W will open 10 seats each semester
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

2004-104C-8 Mathematics/BS

Program Plan For Computer Technology Competency
Major Program: Bachelor of Science in Mathematics
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

Program Plan For Information Literacy
Major Program: Bachelor of Science in Mathematics
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
The student is expected to do a considerable amount of literature search and use library and Web resources in each of the following courses or sequences Math 200-201W, Math 202W, Math 242W, or Math 292W.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
All students are required to take one of these courses or sequences
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Bachelor of Science in Mathematics
1. List the 200-level W courses or their equivalents which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study:

Math 200-201W, Math 202W, Math 242W, or Math 292W

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs:

These courses are designed to help develop the student's ability to communicate mathematics effectively.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Not applicable.

4. Estimated number of majors currently in their senior year: Information currently being gathered. Will be provided in the final draft.

5. How does the program intend to meet the demand for 200-level W courses in the major?
We will use existing staff and adjuncts.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Yes: Math 242W will open 10 seats each semester

Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

2004-104C-9 Mathematics/Actuarial Science

Program Plan For Computer Technology Competency
Major Program: Bachelor of Science or Arts in Mathematics-Actuarial Science
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Louis J. Lombardi, 486-8392, louis.lombardi@uconn.edu
Date Submitted to GEOC: _____

Program Plan For Information Literacy
Major Program: Bachelor of Science or Arts in Mathematics-Actuarial Science
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
The student is expected to do a considerable amount of literature search and use library and Web resources in each of the following courses or sequences: Math 200-201W, Math 202W, Math 242W, Math 291W, Math 292W, or FNCE 228W.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
All students are required to take one of these courses or sequences.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Louis J. Lombardi, 486-8392, louis.lombardi@uconn.edu
Date Submitted to GEOC: _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Bachelor of Science or Arts in Mathematics-Actuarial Science
1. List the 200-level W courses or their equivalents which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study:
Math 200-201W, Math 202W, Math 242W, Math 291W, Math 292W, or FNCE 228W.
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs:
These courses are designed to help develop the student's ability to communicate mathematics effectively.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Not applicable.
4. Estimated number of majors currently in their senior year: Information currently being gathered. Will be provided in the final draft.
5. How does the program intend to meet the demand for 200-level W courses in the major?
We will use existing staff and adjuncts.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Yes: Math 242W will open 10 seats each semester.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Louis J. Lombardi, 486-8392, louis.lombardi@uconn.edu
Date Submitted to GEOC: _____

2004-104C-10 Mathematics/Statistics

Program Plan For Computer Technology Competency
Major Program: Bachelor of Science or Arts in Mathematics-Statistics
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

Program Plan For Information Literacy
Major Program: Bachelor of Science or Arts in Mathematics-Statistics
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded. The student is expected to do a considerable amount of literature search and use library and Web resources in each of the following courses or sequences Math 200-201W, Math 202W, Math 242W, Math 292W, or STAT 200-202W.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy. All students are required to take one of these courses or sequences
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004

Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Bachelor of Science or Arts in Mathematics-Statistics
1. List the 200-level W courses or their equivalents which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study:
Math 200-201W, Math 202W, Math 242W, Math 292W, Stat 200-202W.
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs:
These courses are designed to help develop the student's ability to communicate mathematics effectively.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Not applicable.
4. Estimated number of majors currently in their senior year: Information currently being gathered. Will be provided in the final draft.
5. How does the program intend to meet the demand for 200-level W courses in the major?
We will use existing staff and adjuncts.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Yes: Math 242W will open 10 seats each semester
Date of Approval by Faculty or Appropriate Faculty Committee: Sept 14, 2004
Date of Approval by School/College C&C Committee: October 12, 2004
Major Program contact person: Jeffrey Tollefson, 486-3921, tollefson@math.uconn.edu
Date Submitted to GEOC: _____

2004-104C-11 Physics

Program Plan For Computer Technology Competency
Major Program: Physics
The Computer Technology Competency Exit Expectations of the Major Program: __X__
Will add the following expectations beyond the University's Entrance Expectations
(Provide a brief description of the program's expectations and how they will be fulfilled).
Computational skills for the modern physicist require the ability of data acquisition, storage and management of the data, evaluation of theoretical equations common in the physics field, and on occasion, the ability to set up computer programs that perform calculations not usually available commercially. Hence the conventional entrance requirements of computer skills are insufficient for the physics major, and the courses described above provide exposure to all the items described above.
The computer technology competency expectations will be fulfilled as follows:
PHYS 258W: In this laboratory course the students do measurements, collect data digitally, analyze data by means of computer programs, and finally write a report describing the experiment, the handling and interpretation of the results, and suggestions of how the procedure

can be improved. All physics majors are required to take the course.   PHYS 220: This is a theoretical course that emphasizes the mathematical tools needed to develop physical understanding of phenomena. The theoretical functions and the procedures commonly used in mathematical manipulations are described, and the computational skills to carry out the solutions of physics problems are taught.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 29, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: George Rawitscher
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Physics
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

The courses that teach Information Literacy are: PHYS 230 (The development of Quantum Physics),   PHYS 292W (Research Thesis in Physics).   PHYS 230 is required of all the physics majors. In this course there are provisions for the students to attend Information Literacy Competency sessions administered by the physics representative of the Academic Liaison Program of the Homer Babbidge Library. The catalog copy of the 230 course will be altered by adding a sentence: "Provisions for the students to achieve Information Literacy Competency are included in the course". In addition topics on plagiarism and on the need to give rigorous references to the source of information will be discussed. Discussions in PHYS 292W will also include topics on plagiarism, on rigorous reference techniques, and on literature searches.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

PHYS 230 is required for all the physics majors, regardless of the track they choose. PHYS 292 W is optional, but we expect that most students pursuing the BS, General Option, will take this course.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 29, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: George Rawitscher
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Physics
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)

PHYS 258W (Laboratory in Electricity, Magnetism and Mechanics), or   PHYS 292W. (Research Thesis in Physics).

Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

PHYS 258W is a laboratory course required of all physics majors. The course seeks to develop a set of professionally appropriate skills in experimental and laboratory physics. One of the fundamental skills is the written and oral presentation of experimental results and analysis. The writing is discipline specific with the textbook and style manuals for the course being "Scientific English" by Robert Day, the "Reviews of Modern Physics Style Guide" and the "Physical Review Style and Notation Guide". The writing for the course is a set of weekly assignments culminating in a major paper at the end of the semester.

The weekly writing assignment is a 150-200 word abstract of that week's laboratory experiment. The format of the abstract is the same as that for any professional manuscript or journal article. Detailed remarks and suggestions for improvement are communicated to the students about each writing assignment. The opportunity for revision and writing improvement comes in the preparation of the following week's new abstract. This feedback and revision cycle continues throughout the semester with 10 abstracts (5 pages total) being written by the student.

Later in the semester each student is given the choice of one experiment to be written up in the style of a professional journal article. The manuscript has all the elements of a typical journal article; title, abstract, introduction, experimental methods, data analysis, conclusion and references. Students are also expected to construct appropriate tables and graphs with captions as part of their paper. The minimum length of the paper (excluding graphs and tables) is ten pages. The first draft is due at about the ninth week in the semester. The following week the draft is returned to the student with written commentary and suggestions with the final draft being due at the end of the term.

During the final week of the semester, each student gives either a poster presentation of their written paper or a ten-minute oral presentation to the class. The choice is at the discretion of the instructor. Neither presentation format is writing per-se, but both are very important discipline specific skills needed to effectively communicate the results of scientific inquiry.

The instructional component for developing writing skill in the discipline occurs in several formats. Typically four or five of the weekly one-hour lectures are devoted to writing. An introductory lecture defines the components of good writing in the discipline and discusses how to prepare an abstract. Following the submission of the first abstract, another lecture is devoted to critiquing the writing so that each student can learn from the mistakes and success of their peers. At the midway point in the semester, there is a formal lecture on manuscript preparation, and then a follow-up discussion of common errors and how to fix them after the submission of the first draft. In addition to the formal lectures, each assignment is returned with individualized written commentary to improve the students writing skills. The major paper and the shorter weekly writing assignments enhance the learning of the content of the course by requiring students to clarify and refine their understanding of the laboratory experiment and its interpretation through the writing process. The syllabus for this course will inform students that they must pass the "W" component of the course in order to pass the course and that the course requires a minimum of fifteen pages of revised and edited writing. The weighting of the "W" components of the class are typically 10% weekly abstracts, 30% final written paper, and 10% oral/poster presentation.

PHYS 292W offers additional opportunity for acquiring writing skills, since the main purpose of this course is to transmit to the larger physics community the results and methods used in the research that preceded the thesis work.   The writing components are central to the Physics Major because   a) Physics is a many-faceted field of endeavor. Specialists in one area are usually not well informed about another area. Hence, a simple and cogent explanation of a result

in a particular area is important in transmitting the information to the larger physics community and to the public. While writing about one's specialized result, one becomes aware of the hidden assumptions underlying one's research, and hence, as a result of the writing and the associated oral presentation, one "understands" one's result in a deeper way.   b) A practicing physicist must have the ability to communicate clearly to his or her co-workers, the employer and the public.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.

4. Estimated number of majors currently in their senior year: 10

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

At present the PHYS 258W course has 25 students, distributed in three sections. This number is still within the capability of the presently available physics staff. However, since the number of physics majors is now increasing, and the Bachelor of Science in Engineering Physics is acquiring more students (who also take this course) more class sections will be required, and consequently more faculty resources will be needed.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

PHYS 258W, because of the participation of the Engineering Physics majors. The number of seats available is 30.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 29, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: George Rawitscher
Date Submitted to GEOC _____

2004-104C-12 Statistics

Program Plan For Computer Technology Competency
Major Program: Statistics
The Computer Technology Competency Exit Expectations of the Major Program:
___x__Will add the following expectations beyond the University's Entrance Expectations
(Provide a brief description of the program's expectations and how they will be fulfilled).
Statistics majors will be expected to have competency in the use of statistical software such as MINITAB or SAS. Students who complete the requirements for the statistics major will satisfy the Computer Technology requirement (via courses STAT 201, 242, 243, 252, 253, 261, 271, 272, 280, or 296).
Date of Approval by Faculty or Appropriate Faculty Committee: Sep 5, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Nalini Ravishanker; 486-4760; nalini@stat.uconn.edu
Date Submitted to GEOC: _____

Program Plan For Information Literacy
Major Program: Statistics

Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
STAT 200 and STAT202W are W-equivalents that will satisfy the W in major requirement. In these courses, students will be required to carry out a considerable amount of literature search using library material or Web resources.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
STAT 200 and STAT202W are required for statistics majors.
Date of Approval by Faculty or Appropriate Faculty Committee: Sep 5, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Nalini Ravishanker; 486-4760; nalini@stat.uconn.edu
Date Submitted to GEOC: _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Statistics
1. List the 200-level W courses or their equivalents
STAT 200 and STAT 202W will be the W-equivalents that satisfy the W in major requirement for statistics majors.
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
These W-equivalents are will be offered by the Department of Statistics in order to enable students to fulfill the W requirement in the major. This course will be offered in either semester and will be supervised by a faculty. It will give students the opportunity to attend seminars on topics in statistics, and to then research a selected topic in greater detail, and write a paper on the topic. The paper will be at least 7 ½ pages long and will be evaluated and corrected along its development, based on which the student should revise the paper for final submission. The student is expected to maintain a portfolio with material detailing his/her writing progress in order to ensure continuity and assessment of improvement in writing skills between STAT200 and STAT202W. The student is expected to do a considerable amount of literature search on the selected topic and use library and web resources. As such, it is expected that STAT200 and STAT202W will satisfy the Information Literacy Competency as well.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. Not applicable
4. Estimated number of majors currently in their senior year: 6
5. How does the program intend to meet the demand for 200-level W courses in the major?
Existing staffing will be used
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major: The STAT 200-202W sequence is open only to Statistics and Mathematics-Statistics majors.
Date of Approval by Faculty or Appropriate Faculty Committee: Sep 5, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Nalini Ravishanker; 486-4760; nalini@stat.uconn.edu
Date Submitted to GEOC: _____

2004-104D-2 Biological Sciences

Program Plan For Computer Technology Competency
Major Program: Biological Sciences
The Computer Technology Competency Exit Expectations of the Major Program:
___x___ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee_EEB_9/8/04, PNB 9/8/04, MCB 9/10/04
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Kentwood D. Wells, kentus@uconnvm.uconn.edu
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Biological Sciences
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
All students enrolled in upper-level EEB, MCB, or PNB courses (EEB 243W, 244W, 245W, 280W, 284W, 288W, 292W, 293W, 335W; MCB 222W, 226W, 240W, 241W, 292W; PNB 263W, 292W) will receive instruction in research methods, computer data bases, and other aspects of information literacy tailored to each course's needs from Carolyn Mills, the biology liaison in the library. These training workshops have been used in these courses for a number of years.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
Every Biological Sciences major must take at least one of these W courses, so everyone will receive the appropriate training in information literacy.
Date of Approval by Faculty or Appropriate Faculty Committee_EEB_9/8/04, PNB 9/8/04, MCB 9/10/04
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Kentwood D. Wells, kentus@uconnvm.uconn.edu
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Biological Sciences
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
EEB 243W, 244W, 245W, 280W, 284W, 288W, 292W, 293W, 335W; MCB 222W, 226W, 240W, 241W, 292W; PNB 263W, 292W
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

All of these W courses require research papers that are directly related to the topics covered in the course, allowing students to explore these topics in more depth.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.

4. Estimated number of majors currently in their senior year: 250

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

All of the courses listed have sufficient space to accommodate our majors, and writing is taught by regular faculty. It may be necessary in the future to add additional sections in with the use of senior teaching assistants to grade writing assignments to meet increasing enrollment demands.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

All of the courses in the individual departments are used by majors in those departments to satisfy the Writing in the Major requirement. EEB 244W and 245W have been approved for use by MCB and PNB majors. All EEB W courses are available to Environmental Science majors as well. The number of seats available is uncertain, but students in these majors have been taking these courses for years.

Date of Approval by Faculty or Appropriate Faculty Committee_EEB_9/8/04, PNB 9/8/04, MCB 9/10/04

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program contact person: Kentwood D. Wells, kentus@uconnvm.uconn.edu

Date Submitted to GEOC _____

2004-104D-3 Coastal Studies

Program Plan For Computer Technology Competency
Major Program: Coastal Studies
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).

Coastal Studies majors will be expected to demonstrate knowledge of the use of computer technology in statistical analysis of experimental and field data and in design of scientific experiments an observational programs. These skills will be taught and demonstrated in the following courses, which are required for the major:

STAT 110 or equivalent
MARN 210
MARN 211
MARN 212

Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: George McManus
Date Submitted to GEOC _____

Program Plan For Information Literacy

Major Program: Coastal Studies
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
Our principal goals for information literacy are that students learn to search online databases for scientific literature that is relevant to lab reports or term papers they are writing during the coursework for the major. They should also understand how to manage citations in written reports and be able to sift through large amounts of preliminary data (titles, abstracts, etc.) to arrive at a suitable set of relevant sources. These skills are taught specifically in the following courses:
MARN 211
MARN 255W
MARN 256
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
All are required. Additional elective courses that emphasize this competency include:
INTD 182 (Coastal Studies Laboratory, an FYE taken by most of our freshmen)
MARN 280W
MARN 275W
Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: George McManus
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Coastal Studies
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
MARN 255W
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
MARN 255W is required of all majors. It involves critical reading of current literature in the field and over 15 pages of revised writing. Extensive writing is also required in MARN 211, which all majors take, and in MARN 275W and 280W, which can be used to fulfill major requirements.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.
4. Estimated number of majors currently in their senior year: 13
5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

Our major is relatively small, with a cohort of at most 20-25 students entering as freshmen each year. All are required to take MARN 255W as juniors. Since this course currently has two instructors, we do not anticipate exceeding the 19:1 student:instructor ratio at any time in the near future.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

MARN 255W will be open to students outside the major, but we do not anticipate many taking advantage of this because it is only offered at Avery Point. Fewer than 10 seats would be available in most years.

Date of Approval by Faculty or Appropriate Faculty Committee: Oct. 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: George McManus
Date Submitted to GEOC _____

2004-104D-4 Ecology and Evolutionary Biology

Program Plan For Computer Technology Competency
Major Program: Ecology & Evolutionary Biology
The Computer Technology Competency Exit Expectations of the Major Program:
___x___ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 8, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Kentwood D. Wells, kentus@uconnvm.uconn.edu
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Ecology & Evolutionary Biology
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
All students enrolled in upper-level EEB W courses (EEB 243W, 244W, 245W, 280W, 284W, 288W, 292W, 293W, 335W) will receive instruction in research methods, computer data bases, and other aspects of information literacy tailored to each course's needs from Carolyn Mills, the biology liaison in the library. These training workshops have been used in these courses for a number of years.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
Every EEB major must take at least one of these W courses, so everyone will receive the appropriate training in information literacy.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 8, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Kentwood D. Wells, kentus@uconnvm.uconn.edu
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Ecology & Evolutionary Biology

1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
EEB 243W, 244W, 245W, 280W, 284W, 288W, 292W, 293W, 335W

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
All of these W courses require research papers that are directly related to the topics covered in the course, allowing students to explore these topics in more depth.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.

4. Estimated number of majors currently in their senior year: 30

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
All of the courses listed have sufficient space to accommodate our majors, and writing is taught by regular faculty. EEB 244W and 245W are the only courses with enrollment pressures, because these often are taken by Biological Science, MCB, and PNB majors. Multiple faculty members are involved in writing instruction for each course, and it may be possible to add additional sections in the future with the use of senior teaching assistants to grade writing assignments.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
EEB 244W and 245W have been approved for inclusion in the list of W classes for MCB and PNB majors. All of our W courses are available to Biological Science majors and Environmental Science majors. Approximately 50 seats per semester are available to non-EEB majors.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 8, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Kentwood D. Wells, kentus@uconnvm.uconn.edu
Date Submitted to GEOC _____

2004-104D-5 Environmental Science

Program Plan For Computer Technology Competency
Major Program: Environmental Science (ENVS)
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).
Computer competence for scientists involves, among other things, the ability to organize data, display the data, and conduct analysis and other modeling. Several required courses in the program include exercises that will build these components of competence in computer technology. Biology 108 has 2 labs that are designed to teach data organization and display using spreadsheets: one (partial) lab is devoted entirely to basic spreadsheet skills and a subsequent lab

is devoted to collecting data on birth dates and death dates from the cemetery on North Eagleville Rd., entering these data on spreadsheets, conducting data analysis and displaying graphs of survival probability versus age. Discussion sections in a required course at the 200 level, EEB 244, include computer modeling exercises.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 22, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Eric Schultz, 6-4692, eric.schultz@uconn.edu
Date Submitted to GEOC: _____

Program Plan For Information Literacy
Major Program: Environmental Science (ENVS)
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
Students enrolled in ENVS W (e.g. GEOG 286W) courses will be provided with Information Literacy workshops by Carolyn Mills, the Biology liaison in the Library.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
All ENVS majors will be required to take GEOG 286W (assuming approval of proposed curriculum changes). A similar workshop approach is being adopted by Ecology and Evolutionary Biology, and a course that is required for ENVS majors, EEB 244, is typically taken as a W course by ENVS majors. With the addition of the workshops to GEOG 286W and EEB 244W, all will be given training in information literacy.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 22, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Eric Schultz, 6-4692, eric.schultz@uconn.edu
Date Submitted to GEOC: _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Environmental Science (ENVS)
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
To satisfy the Writing in the Major requirement, all students must take GEOG 286W (assuming that proposed curriculum changes are approved). Other courses that will further help students develop skills in Environmental Science are:
ARE 234W, 260W
EEB 243W, 244W, 245W, 280W, 284W, 288W, 292W, 293W, 335W
GEOG 286W, 287W
MARN 255W
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
All of these W courses require research papers that are directly related to the topics covered in the course, allowing students to explore these topics in more depth. The courses listed are all

offered by departments that contribute to the ENVS curriculum and would all be appropriate for Environmental Science majors.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.

4. Estimated number of majors currently in their senior year: 7

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

All of the courses listed have sufficient space to accommodate our majors, and writing is taught by regular faculty.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

All of the W courses listed are available to other majors. Approximately eight seats per semester are available in the two ARE W courses to non-ARE majors. Approximately 50 seats per semester are available over all EEB W courses to non EEB majors. Ten seats per year in GEOG 286W are currently reserved for ENVS majors; nine seats are available for non-majors in GEOG 287W. Approximately seven seats per semester are available in MARN 255W courses for non-Coastal Studies majors.

Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 22, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Eric Schultz, 6-4692, eric.schultz@uconn.edu
Date Submitted to GEOC: _____

2004-104D-7 Linguistics/Philosophy

Program Plan For Computer Technology Competency
Major Program: LGPH (Linguistics and Philosophy)
The Computer Technology Competency Exit Expectations of the Major Program: __X__
Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).

We propose the following change: The Linguistics/Philosophy Major will now require the student to complete LING 215 *Experimental Linguistics*. This course provides extensive training in the use of the CHILDES database, a computer database with longitudinal and cross-sectional samples of speech from children (both normal and language-disordered) who are acquiring any of a number of different languages. The student learns to use CLAN, a software package designed specifically for searching this database. The course also includes training in non-distributional statistics appropriate for CHILDES-based studies, and in the use of statistical software available over the internet.

During the final six weeks of the course, the student completes an individual research project with the database. Maintenance of an on-line "lab notebook," with a spreadsheet program such as MS Excel, is one of the course requirements. Both a written paper (with graphical presentation of the findings) and an in-class presentation (with appropriate use of multimedia) are required.

In this way we will ensure that the students in the LGPH major meet Exit Expectations (beyond the entry requirements) in the areas of Computer Operation, Databases, Spreadsheets, Statistical Software, Graphics and Multimedia.

Date of Approval by Faculty or Appropriate Faculty Committee: Linguistics, September 7, 2004; Philosophy, September 15, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person Harry van der Hulst (Linguistics)
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: LGPH (Linguistics and Philosophy)
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
We propose the following change: Students in the Linguistics/Philosophy Major will be required to complete LING 215 *Experimental Linguistics*. This course includes explicit instruction and exercises in the following areas:
* use of electronic resources for library research in linguistics;
* critical evaluation of existing scientific research;
* appropriate citation of other authors;
* formulation of a research question, research hypothesis, experimental and null hypotheses;
* ethical considerations in the treatment of subjects and samples;
* scientific investigation (using the CHILDES database of child language samples);
* statistical hypothesis-testing;
* presentation of new scientific findings, in both written and oral formats.
Thus, the requirement of LING 215 will ensure that Linguistics/Philosophy students meet appropriate Exit Expectations in Information Literacy.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
LING 215 will be required of all students in the Linguistics/Philosophy Major.
Date of Approval by Faculty or Appropriate Faculty Committee: Linguistics, September 7, 2004; Philosophy, September 15, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person Harry van der Hulst (Linguistics)
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: LGPH (Linguistics and Philosophy)
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
Ling 244W Language and Culture
Phil 225W Analysis and ordinary language
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
These courses instruct students to write their papers in accordance with practices in the field of either linguistics or philosophy. In particular, specific requirements exist with respect to the

presentation of primary (linguistic) data, description of research, research methods and treatment of prior literature on the subject.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.

4. Estimated number of majors currently in their senior year: 4 or 5

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
The courses mentioned are regularly taught.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Yes. Ling 244W generally has ample seats available for the small number of LingPhil majors.

Date of Approval by Faculty or Appropriate Faculty Committee: Linguistics, September 7, 2004; Philosophy, September 15, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program contact person Harry van der Hulst (Linguistics)

Date Submitted to GEOC _____

2004-104D-8 Linguistics/Psychology

Program Plan For Computer Technology Competency

Major Program: LGPS (Linguistics and Psychology)

The Computer Technology Competency Exit Expectations of the Major Program: __X__

Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).

The Linguistics/Psychology Major already requires the student to complete LING 215 *Experimental Linguistics*. This course provides extensive training in the use of the CHILDES database, a computer database with longitudinal and cross-sectional samples of speech from children (both normal and language-disordered) who are acquiring any of a number of different languages. The student learns to use CLAN, a software package designed specifically for searching this database. The course also includes training in non-distributional statistics appropriate for CHILDES-based studies, and in the use of statistical software available over the internet.

During the final six weeks of the course, the student completes an individual research project with the database. Maintenance of an on-line "lab notebook," with a spreadsheet program such as MS Excel, is one of the course requirements. Both a written paper (with graphical presentation of the findings) and an in-class presentation (with appropriate use of multimedia) are required.

In this way we ensure that the students in the LGPS major meet Exit Expectations (beyond the entry requirements) in the areas of Computer Operation, Databases, Spreadsheets, Statistical Software, Graphics and Multimedia.

Date of Approval by Faculty or Appropriate Faculty Committee: Linguistics, September 7, 2004; Psychology: October 1, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program contact person Harry van der Hulst (Linguistics)

Date Submitted to GEOC _____

Form: Program Plan For Information Literacy
Major Program: LGPS (Linguistics and Psychology)
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
Students in the Linguistics/Psychology Major are required to complete LING 215, Experimental Linguistics. This course includes explicit instruction and exercises in the following areas:
* use of electronic resources for library research in linguistics and psychology;
* critical evaluation of existing scientific research;
* appropriate citation of other authors;
* formulation of a research question, research hypothesis, experimental and null hypotheses;
* ethical considerations in the treatment of subjects and samples;
* scientific investigation (using the CHILDES database of child language samples);
* statistical hypothesis-testing;
* presentation of new scientific findings, in both written and oral formats.
Thus, the requirement of LING 215 ensures that Linguistics/Psychology students meet appropriate Exit Expectations in Information Literacy.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
LING 215 is already required of all students in the Linguistics/Psychology Major.
Date of Approval by Faculty or Appropriate Faculty Committee: Linguistics, September 7, 2004; Psychology: October 1, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person Harry van der Hulst (Linguistics)
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: LGPS (Linguistics and Psychology)
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
Ling 244W Language and Culture
Psych 210W Laboratory in Cognition
Psych 215W Laboratory in Sensation and Perception
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
These courses instruct students to write their papers in accordance with practices in the field of either linguistics or psychology. In particular, specific requirements exist with respect to the presentation of primary or quantitative data, description of research, experimental methods and treatment of prior literature on the subject.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.

4. Estimated number of majors currently in their senior year: 4 or 5

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
The courses mentioned are regularly taught.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Yes. Ling 244W generally has ample seats available for the small number of LingPsych majors..

Date of Approval by Faculty or Appropriate Faculty Committee: Linguistics, September 7, 2004; Psychology: October 1, 2004

Date of Approval by School/College C&C Committee: Oct. 12, 2004

Major Program contact person Harry van der Hulst (Linguistics)

Date Submitted to GEOC _____

2004-104D-9 Molecular and Cell Biology

Program Plan For Computer Technology Competency
Major Program: Molecular and Cell Biology (MCB)
The Computer Technology Competency Exit Expectations of the Major Program:
__X__ Will not go beyond the University's Entrance Expectations.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 10, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Kenneth M. Noll
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Molecular and Cell Biology (MCB)
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
The Advanced Level Information Literacy skills as outlined by the ACRL Standards for Higher Education are embedded in the following MCB W courses: MCB 222W Human Disease, MCB 226W Advanced Biochemistry Laboratory, MCB 240W Bacterial Diversity and Ecology, MCB 241W Research Literature in Molecular and Cell Biology, and MCB 292W Senior Research Thesis in Molecular and Cell Biology, as well as EEB 244W General Ecology EEB 245W Evolutionary Biology. Students enrolled in these MCB or EEB W courses will also be provided with Information Literacy workshops by Carolyn Mills, the Biology liaison in the Library.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
Students will be required to take one of these courses to meet this competency.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 10, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Kenneth M. Noll
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Molecular and Cell Biology (MCB)

1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)

MCB 222W Human Disease (3 credits)

MCB 226W Advanced Biochemistry Laboratory (4 credits)

MCB 240W Bacterial Diversity and Ecology (4 credits)

MCB 241W Research Literature in Molecular & Cell Biology (3 credits)

MCB 292W Senior Research Thesis in Molecular & Cell Biology (3 credits)

EEB 244W General Ecology (4 credits)

EEB 245W Evolutionary Biology (3 credits)

2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)

The MCB courses each teach concepts critical to the disciplines contained within molecular and cell biology. Three of these (MCB 226W, MCB 240W, and MCB 292W) are laboratory courses and so allow students to learn to write about their research results in an effective and professional manner. Their reports also require them to place those results in the context of the relevant scientific literature. The lecture/literature survey courses (MCB 222W and MCB 241W) provide an in-depth consideration of specialized topics within molecular and cell biology accompanied by exercises to enhance critical evaluation of primary sources of information. The EEB courses are sometimes used to fulfill the "related courses" requirement of the MCB major. These provide rigorous writing skills development in fields of biology relevant to within MCB. The writing styles in those fields are the same as those contained within MCB, so the skills that students develop in these related courses will prepare them equally well for professions in the molecular biosciences.

3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head.

See attached letter from the EEB Department Head approving use of EEB 244W or 245W for MCB students.

4. Estimated number of majors currently in their senior year:

Based upon recent numbers of MCB degrees conferred, we estimate there are about 60 seniors this year.

5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]

Available courses can meet the needs of the current numbers of MCB majors. The five MCB courses enrolled 64 students in a recent year. The four lecture or lab MCB courses could enroll up to 74 students if 19 students were enrolled each year (one section per course). MCB 292W has several sections (one for each MCB faculty member), so there is abundant flexibility to accommodate additional majors. If staffing needs allow it, we could offer an additional section of MCB 241W. The EEB courses enroll several additional MCB majors each year.

6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.

Yes. Approximately 15 non-MCB majors were enrolled these courses in the recent year.
Date of Approval by Faculty or Appropriate Faculty Committee: Sept. 10, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Kenneth M. Noll
Date Submitted to GEOC _____

2004-104D-10 Physiology and Neurobiology

Program Plan For Computer Technology Competency
Major Program: Physiology and Neurobiology
The Computer Technology Competency Exit Expectations of the Major Program:
___x___ Will add the following expectations beyond the University's Entrance Expectations (Provide a brief description of the program's expectations and how they will be fulfilled).
Computer Technology is incorporated in the teaching of two courses
- PNB 263 uses computers and data acquisition systems in performing physiological experiments. In addition to the extensive use of Microsoft Excel for analyzing data, students are instructed in the statistical evaluation of experimental results and the graphical display of independent and dependent variables. They also use Microsoft Word to track and document revisions and use PowerPoint to present their final results.
- PNB 274/275 also uses computers and data acquisition systems in performing a variety of physiological experiments. Students are introduced to Microsoft Excel, entry of experimental results, graphing them and statistically evaluating their significance. In addition, students use a simulation program to study the contribution of different ions to electrical potentials recorded in cells.
Date of Approval by Faculty or Appropriate Faculty Committee: July 30, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: J. Crivello
Date Submitted to GEOC _____

Program Plan For Information Literacy
Major Program: Physiology and Neurobiology
Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.
Information literacy will be incorporated in the teaching of the following current catalog courses:
PNB 252. Physiological Model Systems: Problem solving, and written critiques of published journal articles.
PNB 263W. Investigations in Neurobiology: Emphasis on designing and carrying out independent research projects, and communicating the results.
PNB 292W Senior Research Thesis in Physiology and Neurobiology: Involves research and writing a thesis.
PNB 298, 299. Special Topics and Independent Study: Involves research and literature review.
Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.
To get enough credits in our major, students will take one or more of these courses, even though none are actually required.

Date of Approval by Faculty or Appropriate Faculty Committee: May 21, 2004
Date of Approval by School/College C&C Committee: Oct. 12, 2004
Major Program contact person: Larry Renfro, Andy Moiseff
Date Submitted to GEOC _____

Program Plan for the "Writing in the Major" General Education Requirement
Major Program: Physiology and Neurobiology
1. List the 200-level W courses or their equivalents (See Instruction Sheet) which students in the major program may use to satisfy the university general education requirement of a 200-level writing intensive course in the major (or related) field of study. (The options listed here must be approved by GEOC and the University Senate. See instruction sheet.)
-PNB 263W: Experimental Investigations in Neurobiology
-PNB 292W: Senior Research Thesis in Physiology and Neurobiology
2. Briefly explain how the writing components of the courses listed above are central to the major program, particularly for courses offered by related programs. (For example, a course offered by MCB might teach writing of a form and content that is also central to the major in PNB. Explain the relevance.)
PNB 263W: The writing component is an integral part of this course. Students are taught how to present the results of each laboratory exercise in the format of a scientific paper. Writing assignments therefore concentrate on specific parts of a scientific paper, such as introduction, results (including preparation of figures), methods, and discussion. The goal is to develop the skills of the student in communicating to others the conclusions of scientific experiments.
PNB 292W: To successfully complete this course a student must write a thesis. The faculty research advisor supervises the writing of the thesis. The thesis will be a minimum of 15 pages, and undergo editing and revision.
3. If any courses listed above are offered by an academic unit that does not normally provide resources for the major program, attach a letter of agreement from the appropriate Dean, Director, or Department Head. N/A
4. Estimated number of majors currently in their senior year: 38-40
5. How does the program intend to meet the demand for 200-level W courses in the major? [Provide information on staffing, reallocation of resources, creation of additional class sections, or any other information that may be useful for planning purposes.]
The requisite slots are available for students majoring in PNB to satisfy the requirement for a 200-level W course in this major:
PNB 263W: This course is already staffed, with 32 slots available, and does not require reallocation of resources or creation of additional sections to meet the demand for a 200-level W course in PNB.
PNB 292W: Generally 8-10 students/year are enrolled in PNB 292W in the laboratories of individual PNB faculty members.
6. Will any courses listed above be open to students outside the major program? If "yes", roughly estimate the number of seats available to students outside the major.
Generally there are 4-5 students who are not PNB majors who enroll in PNB 263W, and students who major in other disciplines (English, music etc) have done individual research projects and written a thesis for PNB 292W.

Major Program contact person: Andy Moiseff
Date Submitted to GEOC _____