

ATTACHMENTS TO THE 14 NOVEMBER 2006 AGENDA

ATTACHMENT 1: B S Degree Requirements -- R Michel

Report of the Subcommittee on the B.S. degree

to the

CLA&S Courses and Curriculum Committee, November 14, 2006

Introduction

Further to the last report from this subcommittee, September 12, 2006, the subcommittee has delineated some rules, and the changes that are needed on the C&CC web site to allow for departments to seek approval for new or changed Bachelor of Science degrees as follows:

- The present science and mathematics requirements of MATH, CHEM, BIOL and PHYS will now form the basis of a template that departments will use in developing their new BS degree requirements to the same level of rigor, breadth and depth. Once approved, a department's BS requirements will be listed under that department.
- A new form entitled "Create a new Bachelor of Science Major" will be added to the web site.
- A new, section Y, will be added to the "Instructions for completing CLAS CC&C forms" on the web site. This section will contain the "Statement of Purpose" of a Bachelor of Science in a Major, and the template against which a proposed new BS Major must be compared.
- Existing BS Majors will be "grandfathered" but changes to existing Majors must continue to follow the statement of purpose of a Bachelor of Science program, and must not change the level of rigor, breadth or depth of the existing program.
- The subcommittee recommends that an *ad hoc* subcommittee be formed as needed to review new BS Majors and changes to BS Majors. The subcommittee should be formed of representatives from the MATH, PHYS, CHEM, and at least one of the biological sciences departments, plus two other members of departments with approved BS Majors. Such a subcommittee should work in concert with an official subcommittee of a department that submits a request for approval of a new or changed BS Major.

Appendices

The proposed new form, the proposed new section to be added to the instructions, and the suggested changes to the wording in the catalog are appended.

New form: "Create a new Bachelor of Science Major"

The following is copied substantially from the existing "Create a Major" form, but modified to apply specifically to the Bachelor of Science Major. There are only two changes to the form. The first is in the heading, which identifies the form to pertain to a new Bachelor of Science Major, and the second is the addition of item 3 in the Justification section.

The present form "Create a Major should be renamed to "Create a Bachelor of Arts Major".

It is not proposed to make a new "Change a Major" form, because there are proposed below some words to be added to the instructions which would apply to any changes to a Bachelor of Science Major. However, it is expected that any changes to a Major go through an *ad hoc* Bachelor of Science subcommittee of the College C&CC.

The form:

University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses

Proposal to Add a new Bachelor of Science Major

Last revised: Monday November 6, 2006

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date:
2. Department or Program:
3. Title of Bachelor of Science Major:
4. Catalog Description of the Major:
Include specific courses and options from which students must choose. Do not include justification here. State number of required credits.
5. Effective Date (semester, year -- see Note R) :
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Identify the core concepts and questions considered integral to the discipline:
2. Explain how the courses required for the Major cover the core concepts identified in the previous question:
3. Explain how the courses required for the proposed Major conform to the Bachelor of Science Statement of Purpose (see instructions, note **Y**). In terms of intellectual rigor, breadth and depth, indicate the substantive equivalencies between courses in the proposed Major and courses in the BS template (see instructions, note **Y**).
4. Attach a "Major Plan of Study" form to this proposal. This form will be used to allow students to check off relevant coursework. It should include the following information at the bottom of the form:

Name of Student: _____
 I approve the above program for the (B.A. or B.S.) Major in (insert name)
 (signed) _____ Dept. of (insert name)

Major Advisor

5. Dates approved by (see Note Q):
 Department Curriculum Committee:
 Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:

Addition to the Instructions:

The following is the new section Y for the "Instructions for completing CLAS CC&C forms" which can presently be found at: <http://aurora.clas.uconn.edu/clasccc/instructions.html>

Y. Rules for creation of a Bachelor of Science (BS) Major (or change a BS Major). Departments and programs may offer a Major field of study that leads to the conferral of the Bachelor of Science degree.

Statement of purpose: *A Bachelor of Science degree provides students with comprehensive training for professional advancement in their chosen scientific discipline. A B.S. directed curriculum provides instruction in the fundamental components of research; quantitative skills; deductive and inductive reasoning; experimental methods; statistical analyses; and advanced topics appropriate to the field of study.*

The set of courses below must be used as the **template** against which a proposed new BS Major must be compared. It is expected that a new Major would be the same as the **template** in rigor, and similar in number of credits, and breadth and depth of coverage. (Use the Create a new Bachelor of Science Major form)

Any proposed changes to an existing BS Major must continue to adhere to the statement of purpose of a Bachelor of Science program, and must not change the level of rigor, breadth or depth of the existing program. (Use the Change of Major form)

The template is as follows:

Students who wish to apply for a Bachelor of Science degree with a Major in XXXX must satisfy the following additional scientific and mathematical requirements:

All of the following:

One of the Chemistry Sequences: (8-10 cr)

CHEM 124Q, 125Q, 126Q

CHEM 127Q, 128Q

CHEM 129Q, 130Q

CHEM 137Q, 138Q

One of the following: (4 cr)

BIOL 107, 108, 110

One of the Physics Sequences: (8 cr)
PHYS 121Q, 122Q
PHYS 131Q, 132Q
PHYS 141Q, 142Q
PHYS 151Q, 152Q
One of the Mathematics Sequences: (8-12 cr)
MATH 112Q, 113Q, 116Q
MATH 115Q (or 135Q), 116Q (or 136Q)
MATH 243Q, 244Q

Change to the catalog wording: Page 52.

Under the section headed Bachelor of Science Only replace the list of courses with:
Bachelor of Science Only: There are additional scientific and mathematical requirements for the Bachelor of Science that differ among Majors, as specified in the descriptions of each Major below.

Change to the catalog wording: Page 58

The following change should appear as the last paragraph of the Individualized Major section on page 58.

Individualized Major

Students who wish to apply for a Bachelor of Science degree must satisfy the following additional scientific and mathematical requirements:

All of the following:

One of the Chemistry Sequences:

CHEM 124Q, 125Q, 126Q

CHEM 127Q, 128Q

CHEM 129Q, 130Q

CHEM 137Q, 138Q

One of the following:

BIOL 107, 108, 110

One of the Physics Sequences:

PHYS 121Q, 122Q

PHYS 131Q, 132Q

PHYS 141Q, 142Q

PHYS 151Q, 152Q

One of the Mathematics Sequences:

MATH 112Q, 113Q, 116Q

MATH 115Q (or 135Q), 116Q (or 136Q)

MATH 243Q, 244Q

Other Changes to catalog wording:

As the mathematics and science requirements will no longer be on page 52, the catalog may have to be changed for each grandfathered department in its' departmental section. The catalog editor will make the changes in consultation with departments as necessary.

ATTACHMENT 2: Report of the W Task Force -- J Pressman

Report and Recommendations

The Task Force suggests that the College Courses and Curriculum Committee reaffirm its commitment to writing as a central component of undergraduate education in liberal arts and sciences. Writing is a crucial instrument for engaging with scholarly works, and it is an essential building block for critical thinking and for helping our students flourish both intellectually and professionally. Writing has always been central to the College's identity, and in large part this explains why the College elected to require an additional W course beyond the University-wide minimum requirement of 2 W courses.

The Task Force recognizes that the College is no longer in a position to provide enough W courses to meet the needs of increased student enrollments in CLAS. The central problem is the limited faculty resources available for more W courses, which are very labor intensive due to the need for class size constraints.

Based on a limited survey of writing in non-W courses within the College, the Task Force discovered that writing occurs widely in non-W courses but that this is being jeopardized by increased class sizes and other factors.

The Task Force recognizes the need to support writing across the curriculum, and it is optimistic that resources can be strategically placed to encourage or maintain writing in non-W courses, as well as to improve the quality of writing instruction in both W and non-W courses.

Recommendations

The task force believes that the third W requirement should be dropped in favor of allocation of significant resources to a new Writing Council, and suggests that the College Courses and Curriculum Committee petition the Dean of the College to form such a CLAS Writing Council as a means to strengthen writing instruction across the college in both W and non-W courses. The present Task Force was able to identify a number of needs in the College for promotion of writing across the curriculum. It favors the creation of a support structure with appropriate resources to encourage both an increase in the amount of essay writing, and an improvement in the quality of writing instruction. This could be done through an increase in the overall amount of attention and resources devoted to writing instruction by the College. Members of the Writing Council could be drawn from representative departments throughout the College. However, the Task Force believes that the Writing Council's effectiveness will be severely limited unless sufficient resources are made available to implement programs that will promote writing excellence.

The new Writing Council would:

- a. a. assess the state of writing within CLAS with particular attention, not only to the overall picture, but also to the level of need for remedial writing support. While this might be done in conjunction with the Provost's assessment initiative and GEOC, it is expected to go well beyond this initiative in keeping with the College's interest in an augmented emphasis on writing.
- b. b. increase communication between CLAS and individual departments regarding identification of issues that may promote or impede effective writing instruction.
- c. c. initiate communication between elements of the university that play a role in providing writing instruction within CLAS, including the Writing Center, GEOC, the Writing Council, and individual departments. The aim is to avoid duplication, share skills, and work together wherever possible.
- d. d. encourage departments to set standards for high quality undergraduate writing instruction and assessment within their discipline.
- e. e. offer resources to improve writing. These might include i) summer faculty workshops ii) funding for sub-groups of departments to evaluate their own department's writing and suggest ways for improvement iii) course development grants targeted at the writing components iv) undergraduate writing fellows (or tutors) v) graduate writing fellows and TA support for grading writing assignments vi) faculty writing fellows vii) fund experimental and pilot programs to promote innovation in writing instruction.
- f. f. promote best practices and facilitate the exchange of information, perhaps through a new or existing web site, electronic discussion forum, and other means.

ATTACHMENT 3: For the Committee's Consideration

This committee, charged by the college faculty to address all course and curriculum matters on its behalf, welcomes the development of course offerings reflecting interdepartmental, interdisciplinary and intercollegiate collaboration among faculty.

This committee resists, on the other hand, the establishment of credit-bearing courses not proposed or administered the faculty of organized departments of instruction, or by like faculty bodies in the non-departmentalized schools and colleges.

There is no contradiction between these positions: it is a long-standing accreditation principle that specific courses, whatever their design, may be accredited only by standing collegiate faculty bodies toward whose degree programs credit for such courses may be applied. At issue here is not merely the initial approval of course innovation, but the acknowledgement of established responsibility for administration, staffing and oversight of such a course.

In reaffirming this long-standing view, view, the committee acknowledges the University Senate resolution approving the Scholastic Standards Committee report dated 2 May 2005, which urged in part:

For interdepartmental undergraduate programs that are housed entirely within one school or college, the review and approval of the program curriculum will be the responsibility of the relevant school or college's Curricula & Courses Committee. For interdepartmental undergraduate programs that span multiple schools and colleges, the proposed curriculum will be reviewed and approved by the Curricula & Courses Committees of each school and/or college.

This committee accordingly resolves;

No course may be applied for credit to the curriculum of this college, nor to any requirements of this college including its majors or minors, unless approved by this committee. In the case of extra-collegiate course offerings, it shall be the policy of this committee to decline consideration of any proposal to accredit in the curriculum of this college, including any of its major or minor programs of study, or to apply to any of the college's requirements or regulations, a course not established or approved by one of this university's school or college faculties.

ATTACHMENT 4: Historical: From Committee Minutes

Policy for assigning GEOC courses to CLAS degree requirements category:

a. That every course approved by the Senate for Content Area 1 (Arts and Humanities) of General Education satisfy the CLAS Bachelor's degree requirement for the Arts and Humanities category as provided below. (note: this includes courses not in CLAS)

b. The CLAS department or program which offers the approved Content Area 1 course shall determine into which category the course is placed for the CLAS Bachelor degree requirements: Category A – Arts; Category B – Literature; Category C – History; Category D – Philosophy; Category E – World Cultures. Approved 13 December 2005.

c. Any course offered by a department of instruction outside the college and approved by the GEOC is to be considered for assignment to an appropriate CLAS degree requirements category by the Committee on Curricula & Courses. Approved 14 February 2006