1. No sophomore access to 3000- & 4000-level courses.

The following is a compilation of thoughtful material furnished by Jane Goldman, to which I have added some procedural comment and emphasis to facilitate discussion. JJM

I. Senate resolution adopted:

UNIVERSITY SENATE CURRICULA AND COURSES COMMITTEE
Report to the University Senate
February 26, 2007

Motion on Registration Restrictions for 3xxx, 4xxx Courses

Background:
Under the current numbering system 200-level courses are restricted to students who are juniors or above. Under the new system these classes will be open to all students who meet the prerequisites. Some departments will want to keep the current enrollment restrictions for these classes. To maintain the restriction they will need to add a line indicating the restriction to the catalog description. This could involve a large number of courses.

Motion:
For current 200 level, general education courses not open to sophomores, requiring Senate or GEOC approval for catalog changes, that will be listed at the 3000 or 4000 level under the new numbering system, the following line may be added by departments "open only to juniors or higher" **when this change is consistent with current course requirements. Schools and Colleges may submit a list of courses requiring this addition to catalog copy** directly to the Registrar's office, **submitting a copy to the Senate Curricula and Courses committee for informational purposes only.**

Procedures will be as follows: Once approved by the appropriate School or College, each department is to send to the Office of the Registrar a list of all courses for which they want to preserve the current restrictions on the status of the student population who may register for a course. The Office of the Registrar will preserve these settings in the computer system and will add any necessary new wording in the print and on-line catalog.

Respectfully submitted,
Laurie Best, Janice Clark, Anne D'Alleva, Michael Darre, Andrew DePalma, Jane Goldman Kathleen Labadorf, Steven Mlenak, Maria O'Donoghue, Eric Schultz, Jaci VanHeest, Katharina von Hammerstein, Robert G. Jeffers (Chair)

II. Jane suggests three possible options to govern CLAS procedure:

Option 1.
Once approved by the CLAS C and C Committee, each department is to send to the Office of the Registrar a list of all courses for which they want to preserve the current restrictions on the status of the student population who may register for a course. The Office of the Registrar will preserve these settings in the computer system and will add any necessary new wording in the print and on-line catalog.

Option 2.
Once approved by the CLAS C and C Committee, the Committee will send to the Office of the Registrar a list of all courses for the College wants to preserve the current restrictions on the status of the student population who may register for a course. The Office of the Registrar will preserve these settings in the computer system and will add any necessary new wording in the print and on-line catalog.

Option 3.

Do not have a procedures section and add this to the end of the motion.

Once approved, the Committee will send the list to the Office of the Registrar. The Office of the Registrar will preserve these settings in the computer system and will add any necessary new wording in the print and on-line catalog.

Additional (4). As this matter involves administrative and archival issues as well as curricular judgments (most or all of the latter residing principally at the departmental level), I urge adoption of Option 3, amplified by a preceding paragraph along the following lines :

The CLAS C&C Chair will solicit from each department a declaration of those 200-level GE courses now closed to sophomores (if any) that ought to retain that feature ('junior or higher') when under the new numbering system they acquire 3000- or 4000- level designations. The Chair will report all such declarations to the committee, and record them in its minutes, thus ensuring both required notice to the registrar and an archival record of the change of catalogue copy for each course. The Office of the Registrar will preserve these settings in the computer system and will add any necessary new wording in the print and on-line catalog.

[JJM]

2. Report & Recommendations of the B.S. Subcommitee, April 2007

Further to the minutes of the Committee on Curricula and Courses meeting dated 13 February 2007, the following is a proposed statement of college policies and procedures to govern implementation and maintenance of the new regulations set forth in the minutes of the above meeting with respect to review and evaluation of proposed B.S. programs of study, and changes to existing B.S. programs of study.

The BS requirements are as follows:
Plan A.
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
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

Plan B.

Certain departments have prescribed, as suitable to the B.S. program in their disciplines, an alternative schedule of requirements similar in scale to those in Plan A. Such alternative departmental schedules may in whole, but not in part, be substituted for Plan A. These alternative departmental requirements are specified in the descriptions of each Major below, and set forth in the major plan of study in each such department.

Template for Proposed BS degree requirements:

- The Plan A science and mathematics requirements form a template to be used, by the proposing department, in the development of new or revised departmental BS degree requirements. Proposals will be evaluated to ensure that their intent is to attain the same level of rigor, breadth and depth as Plan A. Once approved, a department's BS requirements will be listed under that department.
- The form for applications to create a new BS degree entitled "Create a new Bachelor of Science Major" is on the CC&C web site. (Copy below)
- When a new or revised BS degree is proposed to the Committee on Curricula & Courses by a department, the Chair constitutes a Bachelor of Science subcommittee. The subcommittee is normally composed of representatives from MATH, PHYS, CHEM, and at least one of the biological sciences departments, plus two other members of departments with approved BS Majors, or others appointed by the Chair of CC&C. This subcommittee works in concert with an official subcommittee of a department that submits a request for approval of a new or changed BS Major.

Form: "Create a new Bachelor of Science Major"

University of Connecticut
College of Liberal Arts and Sciences

Committee on Curricula and Courses

[Proposed New Form]

Proposal to Add a new Bachelor of Science Major
Last revised: Monday April 9, 2007
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:

"Instructions for completing CLAS CC&C forms" (Section Y)

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)

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

3. On-Line Committee Report & Recommended Form

21 March 2007
TO: Prof. John J. Manning, Chair, CLAS Committee on Curricula and Courses
FROM: Jocelyn Linnekin, Chair, CC&C Task Force on Online Courses
RE: Transmittal, Draft Review Procedure and Proposal Form for Online and Blended Courses

On behalf of the CC&C Task Force on Online Courses, I herewith submit a proposed review procedure as well as a draft proposal form. I believe that some context and background will assist members of the CC&C in evaluating these submissions, hence this cover memo.

The Online Courses Task Force was formed over a year and a half ago at the request of the CLAS Dean's office, principally because of concerns over the quality of CLAS (and other) online courses that were being offered through the College of Continuing Studies. With the restructuring of Continuing Studies, jurisdiction over CLAS courses has been returned definitively to the departments. However, there is widespread agreement among CLAS administrators and faculty that "online" courses—even those approved previously in "face-to-face" format by the CC&C--merit a separate level of curricular review. Initial meetings of the Task Force were dedicated primarily to identifying the problems, deficiencies, and potential abuses of asynchronous delivery. "Horror stories" of uploaded PowerPoint slides and cautionary comparisons with "diploma mills" were exchanged. Members of the CC&C should be assured that the members of this Task Force were, from the outset, highly skeptical of online instruction and even inclined to be hyper-critical. However, after examining a great deal of comparative data we recognized that most of our peer and peer-aspiring institutions are ahead of this university in offering asynchronous instruction to students. Even since this Task Force began its work, moreover, online and blended instructional initiatives have sprung up across the curriculum. Accepting the development of online instructional designs as a growing trend, we focused our efforts on crafting an appropriate procedure for assuring the academic rigor and integrity of such offerings.

The most important distinction to keep in mind as we discuss these submissions is that "online" refers, in practical terms, VERY RARELY to courses that are virtually 100% asynchronous. If the recent past is any guide, these will most likely be summer-only courses. We can, however, foresee a course offered during the regular semester in which "face-to-face" interaction is limited to the first class and to scheduled examinations. Our evaluation procedure is designed for any course *in which a portion of instructional material is delivered asynchronously on a regular basis*. The vast majority of course proposals encountered will be for 'BLENDED' courses, in which there is a mix of face-to-face classroom teaching and online presentation of course content. For this reason, our discussions led to the conclusion that we should not, for example, impose an outright ban on courses having a laboratory component; it is possible to envision a lab science course in which one teaching hour, or even two hours, might be replaced by Internet presentations and/or student exercises completed online. Similarly, we decided not to mandate very specific instructional requirements based on our *predictions* of the kinds of course designs that CLAS faculty members will develop. I believe that the questions we have formulated will elicit the kind of information needed to evaluate the rigor, quality, and appropriateness of the course content and instructional format. In brief, let's get a procedure in place and see how it works. Once the procedure is implemented, experience will tell us (rather quickly, I think) how phrasings can be improved and whether other questions should be added.

ver. 21-Mar-07

REPORT OF THE CLAS CC&C ONLINE COURSE TASK FORCE

POLICIES AND PROCEDURES FOR THE EVALUATION OF ONLINE COURSES
[PROPOSED]

I. DEFINITIONS.

An "online" course is one in which instructional delivery is conducted purely electronically. Quizzes and examinations may be administered "live," i.e., on campus.

A "blended" course is one in which, on a regular basis, a portion of the primary instructional activity is conducted electronically, and the remainder is conducted with face-to-face interaction.

II. POLICIES AND PROCEDURES.

1. The CLAS CC&C will appoint a standing Online Course Review Subcommittee, which will evaluate proposals submitted for online and blended courses. This subcommittee will bring recommendations to the full CC&C, which has the final vote.

2. All new *and existing* online and blended courses must be submitted for evaluation and approved for online delivery by the CLAS CC&C .

3. Every online course must be overseen by a regular CLAS faculty member.

4. Faculty members intending to develop new online and blended courses are strongly recommended to consult the Instructional Design and Development (IDD) group of the Institute for Teaching and Learning.

5. Laboratory course may be proposed for online or blended delivery, but such proposals will require additional justification.

6. Online courses may *not* be proposed for "intensive" sessions (specifically, Intersession and the May term).

7. Online and blended courses proposed for fulfillment of General Education requirements will first be approved by the CLAS CC&C, in line with existing procedures, and then will be submitted to the Senate GEOC. The GEOC will decide independently whether to develop additional evaluative criteria for online and blended courses.

8. The CLAS CC&C reserves the right to set an enrollment cap on an online or blended course after reviewing the course proposal.

III. IMPLEMENTATION—NEW PROCEDURES:

1. Add to the CC&C form, "Proposal to Add a New Undergraduate Course," a new question, "17. Will this course be delivered in an online or blended format? If yes, complete the form, 'Proposal for Online/Blended Course Delivery.'" The 'Definitions' in Section I above will be added to the "Instructions for completing CLAS CC&C forms."

2. Introduce a new form, "Proposal for Online/Blended Course Delivery." [ATTACHED] This form will be used to evaluate existing online courses, new online/blended versions of existing courses, and wholly new courses that are proposing an online or blended format.

ver. 12-Mar-07 JL

[Proposed New Form]
University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses

Proposal for Online/Blended Course Delivery
Version / date
See "Instructions for completing CLAS CC&C forms" for general instructions and specific notes.

1. Date:
2. Department requesting this course:
3. Has this course been offered in an online/blended format previously? Yes ___ No ___
   If Yes, when and how many times? _____
   If No, semester and year in which course will be first offered: _____
4. Faculty member in charge of this course: _____

5. Will this course be submitted to the Senate GEOC for possible General Education categorization? Yes _____ No _____

Catalog Listing:
(Example: Replace with your copy when completing proposal)
PSYC 236. Developmental Psychology
Either semester. Three credits. Prerequisite: PSYC 135 or 133. Open to sophomores. *Gustafson, Sanders*
Social behavior, personality, perception, cognition, language, intelligence, learning, biobehavioral processes, and research methodology in developmental perspective.

Justification for Online/Blended Delivery
Attach syllabus and detailed schedule of assignments, noting how many of the assignments will be completed online. The following questions are designed to ensure the academic quality of the course in the online or blended format.
1. Why is this course being proposed for online or blended format?

2. Estimated enrollment: _____ Maximum enrollment: _____

3. Number and Size of Sections: _____

4. Estimate the percentage of instructional presentation that will occur online: _____

5. How, and how often, will class discussions—asynchronous and synchronous--be scheduled and/or facilitated in the online format?

6. How often, and in what format, will the instructor be accessible to students for questions and consultation?

7. Compare the work load (readings and assignments) for this course to that of this or other courses at the same level that you have taught "live."

8. How many quizzes and exams will be administered, and in what format?

9. What procedures will be followed to ensure academic honesty in assignments and examinations?

10. Does this course include a component of online laboratory work?
If yes, answer questions 10a-10d:
10a. Describe the nature of the online laboratory assignment(s).

10b. How will the online laboratory experience enhance the students' problem-solving skills and improve their ability to acquire and manipulate data in your discipline?

10c. How will the students connect the results of the online laboratory work to the major instructional themes of the course?

10d. How will the online laboratory assignment(s) help students to identify and explicate linkages between physical phenomena and abstract representations of those phenomena?

11. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:

12. Name, Phone Number, and e-mail address of principal contact person: