

**Committee on Curricula & Courses, CLAS  
Appendices to Agenda, 18 September 2007 Meeting**

**Appendix 1: INTD Report**

**Report to Senate: Interdepartmental (INTD) Courses**

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**The INTD Designation**

“The Interdepartmental designation is used for courses that are truly interdisciplinary or interdepartmental; courses under the sponsorship or scope of a single department are given the departmental designation (e.g., History 195).”

*Senate “Guidelines for Submitting Course Proposals (Nov. 1995, updated 2002)”  
(<http://www.senate.uconn.edu/GUIDE1.html>) as retrieved on Jul 15, 2007)*

**Oversight of INTD Courses**

Responsibility for INTD courses within the Provost’s Office lies with the Vice Provost for Undergraduate Education. Dr. Makowsky has three goals for INTD courses:

- that INTD should represent a course category available for the promotion of interdisciplinary collaboration across schools and colleges;
- that faculty review of INTD course proposals should ensure that INTD courses achieve the quality expected of other courses across the University; and
- that a process of INTD course approval should be agreed across the University as the acceptable means to provide oversight for INTD courses.

**Administration of INTD Courses**

Since 2004 the Individualized & Interdisciplinary Studies Program (IISP) has administered INTD courses. IISP is part of Undergraduate Education & Instruction, overseen by the Vice Provost for Undergraduate Education. Administration of INTD courses by IISP involves working with a faculty committee to approve new courses, as well as the Office of the Registrar and INTD-teaching programs to ensure that course descriptions and relevant information are up-to-date.

**Faculty Review of INTD Courses**

INTD C&CC was created in Fall 2006 as part of arrangements, initiated by the Vice Provost and developed in consultation with Senate, to provide better, appropriate oversight of interdepartmental courses and other university-wide courses taught under the designation “interdepartmental.” Faculty appointments to the Committee from each undergraduate school and college were made for two years, and a faculty Chair (David Moss, Neag School of Education) was elected.

In academic years 2006/07 and 2007/08, INTD C&CC functions as the inaugural or transitional cross-college oversight committee for INTD course approvals. The Committee has added greater faculty review of INTD course proposals and members of the Committee have been diligent and thoughtful in considering how INTD courses should be defined, authorized, and linked to appropriate parts of the University and its faculty.

In January 2007, Senate Scholastic Standards Committee was asked by the Vice Provost to review its proposal for a revised INTD course approval process. Such review would take into account the work done by INTD C&CC and consider reservations expressed by some members of faculty about the 2006/07 INTD course approval arrangements. Senate Scholastic Standards Committee expects to summarize its recommendations to the Vice Provost this Fall.

### **INTD Activities (2006/07)**

In Summer 2006 a process was developed to implement Senate Scholastic Standards Committee's May 2006 recommendations to the Vice Provost for a revised process of approval for INTD courses.

An INTD C&CC, with faculty representation from each undergraduate school and college, was appointed by the Vice Provost in August 2006. All faculty members of the Committee had experience on departmental, school/college, and/or university C&CCs. In addition to the faculty, representatives of three programs using INTD courses plus the IISP Director served as ex officio members of the Committee.

INTD C&CC met eight times in 2006/07 to discuss policy matters and procedures, as well as review INTD course proposals. Review of INTD course proposals permitted the Committee to learn how the INTD course designation is used and to address some of the complexities that arise from the multiple academic and program affiliations of INTD courses.

The Committee considered 28 INTD course proposals. Two were "regular" (i.e. non-experimental) INTD course proposals made by faculty affiliated with academic departments; one was a cross-listing proposal; and the remaining 25 were experimental proposals made by existing programs, but not closely affiliated with particular academic departments.

24 INTD course proposals were approved by INTD C&CC and relevant Senate committees (one proposal required reconsideration by both INTD C&CC and Senate C&CC; another proposal required reconsideration by INTD C&CC); four proposals were tabled or referred.

A renumbering plan was drafted and agreed with the Registrar's Office for INTD courses.

Groundwork for campus-wide communication about INTD course matters was laid, including the creation of an INTD course website (<http://www.iisp.uconn.edu/intd.htm>) in Fall 2006 and development (in Summer 2007) of a VISTA/HuskyCT site to support INTD C&CC business and to share such business with other members of the UConn community.

### INTD Course Statistics (2006-07)

Of the 29 INTD courses approved for regular listing in the course catalog, 24 were taught in 2006-07.

Nine INTD courses are designated general education courses (as either Ws and/or content area courses).

499 INTD course sections, representing 6,532 seats, were taught in 2006-07, including:

- 266 sections (4,308 seats) in the First Year Experience Program (INTD 180, 182 – each 1 cr.),
- 29 sections (425 seats) for Honors Program courses (INTD 170, 198, 291 – 3 cr., 1 cr., and 3 cr. respectively),
- 35 sections (223 seats) for the Linkage through Language course (INTD 222 – 1 cr.), and
- 14 sections (176 seats) for the Senior Year Experience course (INTD 283 – 1 cr.).

6 INTD courses are experimental, special topics, or independent study courses. 114 sections (971 seats) were taught in 2006-07.

Every one of UConn's six campuses used at least three INTD courses to offer sections to its students.

Instructors of Fall 2006 and Spring 2007 INTD course sections:

	<u>Sections taught by:</u> # of sections taught:	Faculty (tenured, untenured, adjunct)	Graduate Students	Other Professionals
In total	464	30%	10%	60%
<i>FYE Program (INTD 180, 182)</i>	266	26%	5%	69%
<i>Others</i>	198	35%	19%	46%

## Appendix 2: Dual Degree Provisions for NEAG Students:

### *Proposal for Dual Degree from TNE to the University Senate Fall 2007*

#### **Current Education Degrees**

- Students earn a B.S. in Education and an M.S. in Education as part of the nationally-ranked, integrated Bachelors/Masters program in the Neag School of Education. This is a **five-year** program.
- Students must fulfill an array of “content” courses depending on their area of specialization (e.g., elementary education, science education, math education, etc.)
- Students do **not** earn a disciplinary major as generally conceived in other Schools and Colleges of the University. They take a series of courses outlined by Neag to fulfill current certification requirements in a specific topical teaching area.

#### **Why a Change is Needed**

- The federal No Child Left Behind (NCLB) program mandates a “qualified teacher in every classroom.” One measure of these qualifications is the holding of a disciplinary major in the content area in which an individual teaches. See <http://www.ed.gov/nclb/methods/teachers/hgtflexibility.html> for more information on the federal regulations.
- Following NCLB mandates, each state develops their own certification requirements. Currently, a disciplinary major is not required for certification in Connecticut, but that will likely change in the near future. See for [http://www.csde.state.ct.us/public/cedar/nclb/teacher\\_paraprof\\_reqs/index.htm](http://www.csde.state.ct.us/public/cedar/nclb/teacher_paraprof_reqs/index.htm) for more information from the Connecticut Department of Education.

#### **Challenges to Change at UConn**

- Currently, a student wishing to earn degrees in two schools of colleges must earn an extra 30 credits. The exact language is as follows:

*Article II, Section C.1.g. of the BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE*

*Existing Language: Minimum Requirements for Undergraduate Degrees: A student may pursue an additional baccalaureate degree either wholly or partly concurrently or after receiving another degree. Permission must be given by the dean of each school or college in which the student will be enrolled. All requirements for each degree must be met and at least 30 credits more than the highest minimum requirement of any of the degrees must be presented for each additional degree. One degree must be designated as the primary degree if the degrees are being pursued concurrently. At least 30 of the additional credits must be 2000-level, or above, courses in the additional degree major or closely related fields and must be completed with at least a 2.0 grade point average.*

- For pre-service teachers to earn a dual degree (i.e., an additional Bachelors degree in a content area) each student would then need to add a ***sixth*** year to the existing 5-year program. This would make a disciplinary major an unattractive, if not, prohibitive option for most all education students. It would likely also make UConn's education program a less attractive program relative to other options around the state offering teacher education.

***Proposed Amendment*** to Article II, Section C.1.g. of the BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE

- Proposed addition to section displayed above: *Because of state certification requirements, students accepted into the 5-year integrated B.S./M.S. education program will have the additional 30 credit requirement waived, if they wish to apply to earn a Bachelors degree in a content area in another school or college. Such students will be required to meet the General Education requirements of their primary degree.*