

College of Liberal Arts and Sciences
Committee on Curricula and Courses
Minutes for the meeting of November 11, 2003

Last revised: November 20, 2003

Present were: Roy D'Andrade (ANTH), Carl David (CHEM), Lanse Minkler (ECON), Kent Wells (EEB), Albert Fairbanks (ENGL), Alexander Vias (GEOG), Robert Thorson (GEOL), Nancy Shoemaker (GEOL), Wayne Worcester (JOURN), Jonathan Bobaljik (LING), Gerald Leibowitz (MATH), Thomas Terry (MCB & Committee Chair), Paul Bloomfield (PHIL), George Rawitscher (PHYS), Jeff Ladewig (POLIS), Robert Henning (PSYC), Arnold Dashefsky (SOC), Marita McComiskey (WS), and Veronica Makowsky (Associate Dean, CLAS). Also present during part of the meeting as guests: Susan Bartlett (CDIS), and Raymond Joesten, head of Geology and Geophysics.

Chair Thomas Terry called the meeting to order in room 162 of the Dodd Center at 3:33 p.m.

1. PRELIMINARIES

- a. George Rawitscher was appointed secretary for this meeting.
- b. Minutes of Oct. 28 2003 meeting were approved as corrected
- c. The Chair provided the following updates:

1. The date of the March meeting has been changed from March 9 (during Spring break) to March 16, 2004. All meetings are now in Dodd 162.

2. Two proposals approved at our meeting of Oct. 28, 2003, were modified subsequent to the meeting:

Proposal 2003-139. Add: PSYC 2xx/2xxW. Health Psychology. After corresponding with the proposal authors, the prerequisites were revised from "PSYC 132 and 135" to "PSYC 132, and 133 or 135". Minutes were updated to make this correction.

Proposal 2003-134. Change: MARN 211. Coastal Systems Science II. The committee failed to approve the original proposal, involving the use of a grade of B or better as a prerequisite, but proposed and approved a modified version, involving the use of a grade of B or better as recommended preparation. Faculty in MARN did not approve our changes, and asked that the proposal be withdrawn and not forwarded for catalog revision.

3. The chair prepared a form for departmental use in changing multiple courses prior to GEOC submission. The form has been posted on the committee website.

4. The chair described procedures for submitting "Change a major" information to Undergraduate Catalog Editor. Changes can be sent as a memo or as e-mail, from the dept. head or C&C chair to Catalog Editor Marianne Buck.

5. The chair summarized correspondence regarding consequences of the disappearance of the Q-readiness test, and the need to alter catalog copy accordingly.

On Oct. 28, this committee passed the following motion: "The CLAS CC&C empowers the undergraduate catalogue editor, M. Buck, to excise all reference to the Q-readiness test from the 2004 catalogue, both in course listings and in general copy. Chair Terry is to notify department heads of this action, so that they may consider alternative phrasings where appropriate."

The chair notified Marianne Buck of this motion. She replied as follows (Oct. 30, 2003):

"I must admit that I did not realize this change was going into effect so quickly, but I hear now that there will be no Q-Test for the incoming 2004 freshmen. I have not been able to find a clear directive in Senate Minutes giving replacement text for Q course descriptions. I am sending a copy of this message to Professors Darre and Jeffers in hopes that they can resolve this issue. All Q courses currently have this prerequisite: "MATH 101 or passed Q Readiness Test or passed a Q course". Because approval of all Q courses (and change to the same) falls under the Senate, I suggest (following the pattern used when "Required Preparation" was dropped as part of course prerequisites) that the Senate define acceptable replacement text or define a variety of acceptable options to be used consistently by all departments or state that all departments may choose their own prerequisites for Q courses. Another point of concern is that, in the University's General Education Requirements, Group 3 Mathematics also lists The Q Readiness Test so I need a revision for that as well. Thank you for bringing the urgency of this to my attention, because I must make all of these changes for the print 2004-2005 Undergraduate Catalog. It sounds as though you have anticipated the impact of the change on CLAS, but we also need the Senate's directive."

Fred Maryanski sent the following note: (e-mail on 11/6/03):

"Eric Soulsby and I meet with Mikki Neumann and Chuck Vinsonhaler about the mathematics placement survey which will replace the calculus readiness test. The mathematics placement survey will be an online test that students will be required to take in order to enroll in a calculus course. The test will advise the student if they should enroll in Math 115, Math 112, or Math 109. With this new test and the disappearance of the Q test, we need to change the catalog so that passing the Q test is not a prerequisite nor a graduation requirement. The wording related to the Calculus Readiness Test must be modified to replace "successful completion" with "completion". As with the advising contours, it will be the advisors' role to properly place the student given their Mathematics Placement Survey score."

The Chair suggested that Marianne Buck be allowed to proceed in consultation with the Senate C&C regarding global changes to catalog copy to remove reference to the Q-readiness test.

6. The following change of catalog language was approved unanimously for the 2004-05 catalog regarding catalog copy in CLAS General Education Requirements for Group 3 (page 50 of 2003-04 catalog):

Current catalog copy:

"Mathematics (Group 3) Passing score on Q-course readiness test or MATH 101. Three Q-courses and one C course. If not a high pass, one Q-course must be in mathematics or statistics."

Approved catalog copy:

Mathematics (Group 3) "Three Q-courses, at least one of which must be in Mathematics or Statistics."

7. The Chair reported on the current status of GEOC submission forms. The PDF version of the form has been abandoned. The HTML version works, and allows submission to a single e-mail recipient. GEOC has no provision for storing the HTML form so that it can be revisited and edited. Kent Wells noted that he found it convenient to send the GEOC form to himself, convert it to a WORD document, make revisions as needed, and send the final WORD document directly to GEOC for submission.

8. The Chair reminded the committee of a new CHEM 3-semester sequence (CHEM 124-125-126) that will be taught beginning in Fall Semester 2003 as an alternative to CHEM 127-128. The chair moved that the catalog editor be empowered to editorially change all catalog references to CHEM 127 and/or CHEM 128 as "Prerequisite" or "Recommended Preparation" so that they include the alternative courses CHEM 124, 125, and/or 126. Where "CHEM 128" is listed, this should now read "CHEM 126 or 128". Where "CHEM 127" is listed, text should now read "CHEM 124 or 127". These changes can be made editorially, unless individual departments wish to modify this language. The motion passed unanimously.

2. ISSUES FOR DISCUSSION

CLAS W and Q course requirement for 2005-06. The new General Education requirements approved by the Senate include 2 W and 2 Q courses. Current CLAS policy requires 3 W and 3 Q courses. One of the goals of the new General Education system was to create a single set of requirements that would apply to all university students, making it easier for students to transfer between schools or colleges without engendering additional requirements. Does CLAS wish to continue to require 3 W and 3 Q courses of its majors?

After some discussion the following motion was approved unanimously:
"CLAS is to retain three W courses as a requirement for 2005-6 (with one W course to be taken in the department)"

The Q-course requirement elicited a lengthy discussion. Opponents to the 3 Q requirement doubted the value of asking for more than 2 Q-courses, while proponents argued that reducing the requirement from 3 to 2 would lead to a "slippery slope" of eroding standards. A motion was proposed to maintain the three Q-course requirement. The motion was approved with two abstentions and one vote against.

In summary, the requirements of three Q and three W courses in CLAS were upheld.

Items B and C (see below) were deemed appropriate for CLAS CCC discussion, but were tabled for future discussion in order to spend time on urgent course proposals.

B. UConn now provides some online course offerings, with more to come. What should be the procedure for online courses developed through Continuing Studies? Should they require departmental approval? College C&C approval? Is the online version essentially the same in

content as the traditional course or is it different? Does CLAS wish to examine this issue and develop such a policy?

C. The recent heated discussion in this committee regarding the advisability of using grades (e.g. "B or better") as a mechanism to limit entry into an academic program points to the absence of an articulated policy by CLAS concerning mechanisms for selecting students in programs with limited enrollment capacity. Does CLAS wish to examine this issue and develop such a policy?

3. NEW BUSINESS

2003-145. Add: COMM 298 Health Communication (APPROVED by the Chair. To be taught in Spring 2004.)

2003-146. Add COMM 298 "Advanced Advertising" . TABLED

2003-148. Add COMM 298 "Public Relations Writing". TABLED

Since these courses are to be taught by non-regular faculty, adding these two courses requires committee approval. COMM was not represented, and the courses were tabled for discussion at the Dec. 9 meeting.

2003-147. Change PNB 263W "Investigations in Neurobiology". APPROVED. The change consists in adding a Q to an existing W course.

Approved Catalog Copy:

PNB 263WQ. Investigations in Neurobiology

First Semester. Three Credits. One 1-hour discussion, one 4-hour laboratory period. Prerequisite: PNB250 OR PNB274-275; ENGL 105 OR 110 OR 111 OR 250. Moiseff.

Experimental investigations in neurobiology. Emphasis on designing and carrying out independent research projects and on communicating the results.

2003-149. Add: several new Geology 100's course. APPROVED. Course numbers have been checked with Registrar and are available for use.

Approved catalog Copy:

GEOL 103. Earth & Life Through Time (Lecture).

Both semesters. Three credits. Three class periods. Not open to students enrolled in or having passed GEOL 105.

History of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change.

GEOL 105. Earth & Life Through Time (Lecture + Lab).

Both semesters. Four credits. Three class periods and one three-hour lab. Not open to students enrolled in or having passed GEOL 103.

History of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic

regimes. Provides a scientific context for human-induced global change. Includes laboratory component (see GEOL 107).

GEOL 107. Earth & Life Through Time (Lab).

Both semesters. One credit. One three-hour lab period. Prerequisite: GEOL 103. Not open to students enrolled in or having passed GEOL 105. Consent of Instructor Required. Laboratory complement to GEOL 103. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips.

GEOL 109. Earth & Life Through Time (Discussion).

Both semesters. One credit. One three-hour discussion period. Prerequisite: concurrent enrollment in GEOL 103, 105, or 107 or consent of instructor. May be repeated for credit with consent of instructor.

Faculty-taught, weekly discussions to enhance GEOL 103 and GEOL 105. Emphasis and approach will vary, but all sections will track the lecture syllabus.

GEOL 113. Earth & Life Through Time (Field Trips).

Both semesters. One credit. Hours to be arranged. Prerequisite: concurrent enrollment in GEOL 103, 105, or 107 or consent of instructor. May be repeated for credit with consent of instructor. Two or more Faculty-led weekend field trips to nearby sites of interest, designed to enhance GEOL 103 and GEOL 105.

2003-150. Change Oceanography Minor: in the Marine Sciences Department. The nature of change is to make Coastal Studies majors ineligible to take the Oceanography minor. The proposal was passed unanimously.

Approved Catalogue Description of the Minor in Oceanography:

Students desiring this minor must take at least 15 credits of 200's level courses including fulfilling the Core requirements. Required courses (Group A) are:

A. MARN 260; MARN 270, MARN 275W, MARN 280W

In addition, students must take at least one course from Group B:

B. MARN 220Q, MARN 230, MARN 235V, MARN 236, MARN 294/EEB 294.

The minor is offered by the Marine Sciences Department. Coastal Studies majors are not eligible to take the Oceanography minor.

2003-151. Change Minor: Marine Biology. TABLED.

2003-152. Add: CDIS 3XX: "Clinical Project in Speech-Language Pathology". APPROVED. Susan Bartlett, Lecturer in CDIS explained that CDIS 363 will be eliminated, and will be

replaced by the new 3XX . She further explained the reason for attributing one credit to the course. The Committee recommended that the number of the course be chosen by CDIS.

Approved Catalog Copy:

CDIS 3XX: Clinical Project in Speech-Language Pathology.

Written report and oral presentation on a client's clinical intervention. The clinical project must be successfully completed to graduate with an M.A. in Speech-Language Pathology via the non-thesis track.

1 credit. Instructor consent required.

2003-153. Change Major: Psychology. APPROVED. The nature of the change is to insert a statement in the catalog description indicating that the maximum number of transfer credits (200-level Psychology courses) that can be applied toward the major is 7. After some discussion of whether (and where) a limit on the number of transfer credits is clearly specified in the statements of the general university requirements, it was decided that it is appropriate for the Psychology Department to specify this maximum of 7 transfer credits, and at the same time request that a similar stipulation be placed in the description of the general university requirements.

Approved Catalog Copy:

Psychology

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include Biology 102, 107, or 108; ANTH 106 or 220; and SOCI 107. If at all possible, majors should take STAT 110 (or 100) by their third semester.

A maximum of seven 200-level transfer credits in Psychology may count towards the major upon approval of the Transfer Coordinator in Psychology.

The following core curriculum is required: Our two introductory-level courses—General Psychology I 132 and either General Psychology II 133 or General Psychology II (Enhanced) 135 — followed by at least twenty-four 200 level Psychology credits including:

Group I. Foundation. Both courses: Principles of Research in Psychology 202Q and The History and Systems of Psychology 291/291W.

Group II. Social and applied science perspective. Two courses chosen so that two of the following four areas are represented: (a) Developmental Psychology 236; (b) Social Psychology

240; (c) Personality 243 or Abnormal Psychology 245/245W; (d) Industrial/Organizational Psychology 268.

Group III. Natural science perspective. Two courses (Bachelor of Arts degree) or three courses (Bachelor of Science degree) chosen so that two of the following five areas are represented: (a) Learning 220; (b) Cognitive Psychology 256; (c) Psychology of Language 221; (d) Animal Behavior 253 or Physiological Psychology 257/257W; (e) Sensation-Perception 254.

Group IV. Laboratory courses. Two courses from the following (Bachelor of Science degree only): Laboratory in Cognition 210W, Psycholinguistics Laboratory 211W, Laboratory in Sensation and Perception 215W, Laboratory in Developmental Psychology 232W, Laboratory in Social Psychology 242/242W, Laboratory in Personality 244/244W, Laboratory in Animal Behavior and Learning 263/263W, Laboratory in Physiological Psychology 267/267W.

Additional 200-level Psychology Courses. (At least six credits for the Bachelor of Arts degree; optional for the Bachelor of Science degree.) May include any courses taken for Groups I, II, and III that are not used to fulfill those “core” requirements, as well as any Psychology course in the Catalog. Up to three credits of PSYC 297 or 299 can be used, and PSYC 294 cannot be used.

Related 200-level non-psychology courses. At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 210 (Persuasion), EPSY 221 (Educational Psychology), and HDFS 202 (Human Development: Infancy Through Adolescence) may not be used.

There is a minor in Psychology. A minor in Neuroscience is also offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the *Minors* section.

2003-154. Proposal to Change an existing Psychology Minor. APPROVED. Nature of the Change: We want to state explicitly that PSYC 294 (Field Experience) cannot be used as one of the “additional two elective courses” because it is graded as S/U. Our Minor Plan of Study already indicates PSYC 294 cannot be used, but the Catalog was never changed to reflect that. Also, we want to state explicitly that no more than 3 credits of PSYC 297 (Undergraduate Research) or PSYC 299 (Independent Study) can be used as the “additional two elective courses” to assure that students will fulfill the “additional two elective courses” requirement with at least one content course. (The addition here is “PSYC 299; the 3-credit limit for PSYC 297 is already in this portion of the Catalog description.)

Approved Catalog Description of the Minor:

Psychology

The requirements for this minor are at least 16 credits of 200 level Psychology courses that include

1. PSYC 202Q (4 credits)

2. **One** course (3 credits) representing the Social and Applied Science Perspectives: PSYC 236, PSYC 240, PSYC 243, PSYC 245, PSYC 268, or PSYC 281

3. **One** course (3 credits) representing the Natural Science Perspective (PSYC 220, PSYC 221, PSYC 253, PSYC 254, PSYC 256 or PSYC 257, **and**

4. An **additional two elective courses** (6 credits) of any 200-level Psychology courses not used to meet the above requirements, with the exception that no more than three credits of either PSYC 297 or PSYC 299 may be counted toward the minor. PSYC 294 cannot be used. Other than PSYC 202Q, the courses comprising the minor should be selected in consultation with the student's major advisor to comprise a coherent program relevant to the student's academic and/or career interests and objectives.

The minor is offered by the Psychology Department.

4. ADJOURN

The meeting was adjourned at 5:15 pm.