

College of Liberal Arts & Sciences  
Committee on Curricula & Courses  
Minutes for the meeting of 14 September 2010

Chair John Manning called the meeting to order at 3:30 PM in Room 162 of the Dodd Research Center. Members present: Oksan Bayulgen (POLS), Margaret Breen (ENGL), Austen Clark (PHIL), Thomas Craemer (PP), Robert Cromley (GEOG), Manisha Desai (WS), Jon Gajewski (LING), Bob Gallo (PNB), Miguel Gomes (MCL), Douglas Hamilton (CLAS), Robert Henning (PSYC), Katrina Higgins (CLAS), David Knecht (MCB), Charles Lansing (HIST), Gerald Leibowitz (MATH), Paul Lewis (EEB), Jocelyn Linnekin (ANTH), William Lott (ECON), Robert Michel (CHEM), Richard Rockwell (SOCL), and Wayne Worcester (JOUR). Visitor: Tom Bontly (COGS).

## **I. PRELIMINARIES**

A. Gajewski appointed secretary pro tem.

B. Minutes of the 13 April 2010 meeting were approved by electronic canvass 31 August 2010

C. Chair's report:

**1. Interim course approvals:** none

**2. Special Topics:**

The chair circulated a proposal for revising the CC&C website's section on Special Topics, asked for comment before the next meeting.

**3. Catalog deadlines**

The chair commented on changes to the CC&C meeting schedule. The course catalogs are no longer being printed. Hence the November deadline for getting changes into the next year's catalog is no longer in effect. Now the new, electronically-distributed catalogs take effect on the Monday after commencement. The chair expects new deadlines for getting into the catalog to be forthcoming.

**4. Public Health courses**

The chair reports that there has been further discussion concerning instruction in Public Health on the Storrs campus. In particular, there are plans to offer an interdisciplinary course on international health.

The chair submitted the following memo of 3 June 2010 for the record:

The chair convened a 2 June 2010 meeting attended by Hamilton, Rockwell, Henning, Stanton Wolfe and David Gregorio (both of UCHC), which touched upon the following matters:

- discussion of a rationale for including undergraduate courses in public health in the curriculum of CLAS
- explanation of the present institutional arrangements, principally at Farmington, associated with public health matters
- recent history of efforts to introduce such material to undergrads at Storrs, including engagement by CANR, HDFS, the INTD mechanism, etc.
- some discussion of level of study (upper- v lower-division) appropriate the introduction of such courses here (referencing Senate involvement); their likely GEOC character and the relevance of that committee
- other related observations.

At the meeting's conclusion there was broad agreement among college faculty representatives that a further meeting ought to be scheduled, perhaps after discussions within the college of an appropriate supervisory structure that might be applied to future CLAS public health offerings (if any), possibly along the lines of the faculty committee requirement established for curricular action and supervision in CLAS units not organized as departments of instruction.

## **5. Human Rights Major**

Richard Hiskes seeks further input from the committee concerning a proposed Human Rights Major. Henning and Rockwell volunteered to their availability to Hiskes.

## **6. Reorganization of MCL**

Spurred by last year's review of graduate programs, Modern and Classical Languages (MCL) is planning to reorganize. The chair has suggested MCL employ a rewriting their graduate catalog copy to make clear their plan. Dean Teitelbaum suggests MCL reorganize to offer its graduate students a more uniform education. MCL plans to change its name to Literature, Cultures and Languages. The committee should expect to see proposals along these lines from MCL this year.

## **7. Honors rule changes:**

The chair reports that the Honors rule changes discussed with Thomas Recchio at the 13 April 2010

meeting remain pending before Scholastic Standards awaiting revisions.

#### **D. University residence requirement:**

Higgins introduced reasons for revising the university's residence requirements. Douglas Cooper, Vice Provost for Undergraduate Education, has questioned whether the current policy is working well. Issues to be considered are (i) whether it makes sense for a student who has taken only 30 credits at UConn to be awarded a UConn degree and (ii) whether we can guarantee the quality of our degree when such a large number of credits can be transferred from other institutions. Higgins enumerated the reasons that students bring in credits from other institutions. To address these, Higgins recommends raising the minimum number of credits taken at UConn to 45 and eliminating the last two-semester requirement. Feedback is requested, since a proposal of this kind will be made officially in the near future.

**E. UICC:** Rockwell & Henning have been reappointed to UICC.

#### **F. Future & Leadership of the Committee:**

At the 7 September 2010 meeting of the department heads, Dean Teitelbaum presented a plan to replace the Committee on Courses and Curricula with a new one, differently constituted. Suggested changes include creating a staff position to assist the committee, having a smaller number of elected faculty members – perhaps three per CLAS subject area – and imposing term limits on members of the committee. Several members of the committee expressed concern that no justification has been offered for this change. Hamilton suggested that this proposal grew out of the process of creating CLAS by-laws. Several members of the committee expressed the concern that this change would represent an erosion of faculty self-governance, since there would no longer be guaranteed representation of all departments in the process of course approval. Hamilton asked that committee members discuss the matter with their colleagues and department heads. Several members reiterated the concern that it will be hard to discuss at the departmental level without knowing the goal of the proposed reorganization, unless the reorganization is intended to address the alleged 'obstructionism' of the current committee. Hamilton suggested there may be need to find a better way to balance experience and fresh perspectives on the committee. It is likely that the issue will be addressed at a full meeting of the faculty of CLAS.

The committee spent one and one half hours on general curricular matters before proceeding to the consideration of proposals.

### **I. New Departmental Proposals:**

#### **2010 – 48 Proposal to Change the Cognitive Science Major [APPROVED]**

Final Catalog Description of the Major:

##### **Cognitive Science**

Cognitive Science is the study of how intelligent beings (including people, animals, and machines) perceive, act, know, and think. It explores the process and content of thought as observed in individuals, distributed through communities, manifested in the structure and meaning of language, modeled by algorithms, and contemplated by philosophies of mind. Its models are formulated using concepts drawn from many disciplines, including psychology, linguistics, logic, computer science, anthropology, and philosophy, and they are tested using evidence from psychological experiments, clinical studies, field studies, computer simulations, and neurophysiological observation

This program is intended to prepare students for graduate training in cognitive science and related disciplines or to work in the information sciences. The distribution requirements ensure that students will acquire a truly interdisciplinary education. The research and formal systems requirements provide basic knowledge concerning the experimental and theoretical foundations of cognitive science. Finally, majors are encouraged to learn about theory building and testing in a variety of natural and physical sciences. One way to achieve this is to fulfill the requirements of the Bachelor of Science degree

##### **General Requirements**

The requirements for the cognitive science major include 39 2000-level credits, no more than 21 of which may be

taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

**Core Courses (15 credits)**

COGS 2201 and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250; PSYC 2501

**Research Courses (6 credits)**

*Statistics (one of the following for at least 3 credits):* PSYC 2100Q; STAT 2215Q, 3025Q (Calculus level)

*Research Methods (one of the following for at least 3 credits):* ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3251/W, PSYC 3253/W, 3450W, 3550W, 3551W, 3552

**Formal Systems Courses (3 credits)**

CSE 2300W, 2500, 3500<sup>b</sup>, 3502<sup>a, b</sup>, 3802; LING 3310Q<sup>b</sup>, 3510Q<sup>b</sup>; MATH 2210Q, 2410Q, 3160, 3210, 3230, 3270<sup>a, b</sup>, 3412; PHIL 2211Q, 3214

**Advanced courses (12 credits)**

*Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement*

ANTH 3200, 3250, CDIS 3202/W<sup>a</sup>, 4244/W, 4253; CSE 3500<sup>a, b</sup>, 3502<sup>b</sup>, 4095; LING 3310Q<sup>b</sup>, 3510Q<sup>b</sup>, 3610W; MATH 3270<sup>a, b</sup>; PHIL 2210, 2212/W<sup>a</sup>, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3470<sup>c</sup>, 3500, 3501, 3502, 3503; SCI 2400<sup>a</sup>

**Electives (3- 6 credits)**

One or two<sup>b</sup> additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

<sup>a</sup> Due to content overlap, no more than one of each of the following pairs may be counted toward the major: (i) PHIL 2212/W and SCI 2400; (ii) CSE 3502 and MATH 3270

<sup>b</sup> The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3510Q; and MATH 3270. In this event, two electives are required

<sup>c</sup> PSYC 3470 is a variable topics course and may only be counted toward the major with advisor's approval

**Competency and Writing Requirements**

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major can be met by taking one of the following courses: CDIS 3202W, 4244W; LING 3610W; PHIL 2212W, 3247W, 3249W, 3256W; PSYC 2100WQ, 3100W, 3251W, 3450W, 3550W.

Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

For further information, contact Professor Thomas Bontly, Director of Cognitive Science Program, 203 Manchester Hall.

**2010 – 49 Proposal to Change COGS 5001 [APPROVED]**

Final Catalog Copy:

**COGS 5001. Cognitive Science Proseminar**

1-3 credits. Seminar. May be repeated for credit with a change in content.

A survey of current research in cognitive science, with presentations by cognitive science faculty.

**2010 – 50 Proposal to Change LAMS/HIST/PRLS 1570 [Tabled, requesting further justification from instructors.]**

**2010 – 51 Proposal to Add PSYC 5499 [APPROVED]**

Final Catalog Copy:

†PSYC 5499. RESEARCH TEAM IN DEVELOPMENTAL PSYCHOLOGY

1 Credit. May be repeated to a maximum of 12 credits. Seminar. Instructor Consent Required. Planning and execution of both individual and collaborative research projects in developmental psychology.

**2010 – 52 Proposal to Change GEOG 5130 [APPROVED]**

Final Catalog Copy:

**5130. GIS in Transportation**

(GEOG 335) 3 credits. Lecture

Discussion of the uses of Geographic Information Systems (GIS) for transportation rate establishment, for visualizing the results of transportation models for predicting flows, for exploring the impact of transportation on the location of economic activities, and for the planning of transportation facilities in cities.

**2010 – 53 Proposal to Change GEOG 5100 [APPROVED]**

Final Catalog Copy:

**5100. Location Analysis**

(GEOG 333) 3 credits. Lecture

Issues and approaches in location analysis. Topics include location theory and models; representation issues; use of Geographic Information Systems (GIS) for data preparation, analysis and display; evaluation of service areas; land use allocation; accessibility and locational conflict; and implications for planning and public policy.

**2010 – 54 Proposal to Change PNB 6426 [APPROVED]**

Final Catalog Copy:

PNB 6426 - Molecular and Cellular Neurobiology

Three credits. Lecture. Open to seniors.

Prerequisites: PNB 5301 or a combination of MCB 2210 and PNB3251 and one of the following: PNB 3275 or PNB 3276. Recommended preparation: MCB 2000 or MCB 3010.

The molecular basis of synaptic transmission and other signaling mechanisms of communication among nerve cells. Extracellular and intracellular molecular messengers and signal transduction mechanisms. Cellular functions involved in differentiation, proliferation and survival of nerve cells.

**The committee adjourned at 5:30pm.**

**Submitted by Jon Gajewski, Secretary *pro tem*.**