

Proposals

2003-145

Proposal to add a 298 course

Date of this proposal: October 12, 2003

Semester and year 298 will be offered: Spring 2004

Department: Communication Science

Title of course: Health Communication

Number of credits: 3

Instructor: Christine Unson PhD

Instructor's position: Assistant Professor

Has this topic been offered before? No

If so, how many times? Not applicable

Dates approved by Dept. committee: 10-22-03

Comm dept. 10-22-03

Short description

The course presents the principles of health communication applied in interpersonal, small group and mass media contexts. The course will also present an overview of health trends and the health care system in the US, concepts of health and illness, and current socio-psychological models of health behavior change.

Student performance will be evaluated based on mid-term and final exams and on a paper/group presentation on one of the following topics: a) health communication campaigns, b) patient-caregiver (physician, nurse, family caregiver, pharmacist) communication; and c) social support from small groups.

For a proposed syllabus, see **appendix 2003-145**

2003-146

Proposal to offer a 298 "Special Topics" Course

1. Date of this proposal: 10/14/2003

2. Semester and year 298 will be offered: Spring, 2004

3. Department: Communication Sciences

4. Title of course: Advanced Advertising

5. Number of Credits: 3

6. Instructor: Steve H. Sohn

7. Instructor's position: Ph. D. Candidate/Teaching Assistant

(Note: if the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).

8. Has this topic been offered before? No

9. If so, how many times? Not applicable

10. Short description:

The course focus will be on 1) analyzing case studies in advertising as a marketing and communication tool and 2) discussing the ethical aspects of advertising and advertising's effect on society and culture.

11. Please attach a sample/draft syllabus to first-time proposals. See **appendix 2003-146** for sample syllabus and information about the instructor

12. Comments, if comment is called for:

Requires COMM 280 (Communication Process in Advertising) as a prerequisite for this course.

13. Dates approved by (see Note Q):

Department Curriculum Committee: 10-23-03

Department Faculty: 10-23-03

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

Steve H. Sohn (steve.sohn@uconn.edu), (860) 486-4370

2003-147

CLAS Departmental Form for Proposed Changes prior to Submitting courses to GEOC

1. Date: October 28, 2003

2. Department: Physiology & Neurobiology

3. Nature of Proposed Changes:

A. Add Q to an existing W course.

Current Catalog Copy:

PNB 263W. 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.

Proposed 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.

Justification

1. Reasons for changing this group of courses: PNB263W is an existing course that needs to be submitted for GEOC approval. We are adding the 'Q' designation because of the extensive instruction on, and use of, quantitative techniques in this course.
 2. Effect on Department's Curriculum: None. This is an existing course.
 3. Other Departments Consulted: None.
 4. Effects on Other Departments: None.
 5. Effects on Regional Campuses: None.
 6. Staffing, if different than current (otherwise list "same"): Same
 7. Dates approved by:
 - Department Curriculum Committee: 10/24/03
 - Department Faculty: 10/24/03
 8. Name, Phone Number, and e-mail address of principal contact person(s):
Joseph Crivello, 6-5415, joseph.crivello@uconn.edu
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2003-148

Proposal to offer an COMM 298 "Special Topics" Course for Spring Semester, 2004

Date of this proposal: **October 28, 2003**

Semester and year 298 will be offered: **Spring 2004**

Department: **Communication Science**

Title of course: **Public Relations Writing**

Number of credits: **3**

Instructor: **Karen A. Grava, APR**

Instructor's position: **Adjunct Professor and Manager, Media Communications, at UConn**

Has this topic been offered before? **No**

If so, how many times? **Not applicable**

Dates approved by Dept. committee: 10-22-03

Comm dept. 10-22-03

Short description

The course will cover the strategy used by public relations practitioners in various communications. The course will emphasize the techniques of message-based writing. The course will involve a variety of public relations writing assignments, both in class and as homework.

Student performance will be evaluated on a number of writing projects including press releases, briefing packets, strategy memos, op-eds, feature stories, and speeches, among others, and on a take-home exam that will consist of a writing project.

Proposed text: *Public Relations Writing, The Essentials of Style and Format* by Thomas H. Bivins (Fourth Edition) (NTC Contemporary Publishing Group) and accompanying workbook

See **Appendix 2003-148** for Sample/draft syllabus and information about the instructor.

2003-149

Proposal to Add an interrelated set of 100's courses in Geology.

1. Date: November 1, 2003
2. Department requesting this course: Geology & Geophysics
3. Semester and year in which course will be first offered: Spring 2005

Final catalog Listing

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.

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.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department: GEOL

2. Course Numbers:

103

105

107

109

113

3. Course Titles:

103 = Earth and Life Through Time (Lecture)

105 = Earth and Life Through Time (Lecture + Lab)

107 = Earth and Life Through Time (Lab)

109 = Earth and Life Through Time (Discussion)

113 = Earth and Life Through Time (Field Trips)

4. Semester offered: Both

5. Number of Credits: Note, credit varies with the course, all of which will always be offered simultaneously. Credits listed in boldface.

Three credits = 103 Earth and Life Through Time (Lecture)

Four credits = 105 Earth and Life Through Time (Lecture + Lab)

One credit = 107 Earth and Life Through Time (Lab)

One credit = 109 Earth and Life Through Time (Discussion)

One credit = 113 Earth and Life Through Time (Field Trips)

6. Course description:

103 Earth and Life Through Time (Lecture)

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.

105 Earth and Life Through Time (Lecture + Lab)

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 description for GEOL 107)

107 Earth and Life Through Time (Lab)

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.

109 Earth and Life Through Time (Discussion)

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

113 Earth and Life Through Time (Field Trips)

Two or more Faculty-led weekend field trips to nearby sites of interest, designed to enhance GEOL 103 and GEOL 105.

Optional Items

7. Number of Class Periods, if not standard:

103 Earth and Life Through Time (Lecture)

Three class periods.

105 Earth and Life Through Time (Lecture + Lab)

Three class periods and one three-hour lab.

107 Earth and Life Through Time (Lab)

One three-hour laboratory period.

109 Earth and Life Through Time (Discussion)

One two-hour discussion period.

113 Earth and Life Through Time (Field Trips)

To be arranged.

8. Prerequisites, if applicable:

107 Earth and Life Through Time (Lab)

GEOL 103

109 Earth and Life Through Time (Discussion)

Concurrent enrollment in GEOL 103 or GEOL 105 or consent of instructor.

113 Earth and Life Through Time (Field Trips)

Concurrent enrollment in GEOL 103 or GEOL 105 or consent of instructor.

9. Recommended Preparation, if applicable: None

10. Consent of Instructor, if applicable: See item 8 (Prerequisites) above.

109 Earth and Life Through Time (Discussion)

concurrent enrollment in GEOL 103, 105, or 107 or consent of instructor.

113 Earth and Life Through Time (Field Trips)

concurrent enrollment in GEOL 103, 105, or 107 or consent of instructor.

11. Exclusions, if applicable):

103. Earth and Life Through Time (Lecture).
Not open to students enrolled in GEOL 105 or 107.

105. Earth and Life Through Time (Lecture + Lab).
Not open to students enrolled in GEOL 103 or GEOL 107.

12. Repetition for credit, if applicable (see Note I):

109 Earth and Life Through Time (Discussion)
May be repeated for credit with consent of instructor.
113 Earth and Life Through Time (Field Trips)
May be repeated for credit with consent of instructor.

13. Instructor(s) names if they will appear in catalog copy: Staff

14. Open to Sophomores: NA

15. Skill Codes "W", "Q", or "C": None

Justification

1. Reasons for adding this course package:

This proposal was developed: in response to GEOC's request for re-designed courses; with Dean MacKinnon's concern that we re-vitalize our 100-level instruction; and with our department's need to maximize staffing flexibility at the 100 level (we are down to 8 faculty positions, only 3 of whom have regularly taught at the 100 level).

The essence of our proposal is to combine/replace two existing courses years (GEOL 102-Introductory Geology and GEOL 101-Environmental Geology) that have been taught for the past 30 years, and which formerly satisfied the Group VIII boldface and Group VIII non-boldface requirements under the old GenEd system, respectively. Based on discussions with GEOC committee members, we anticipate that GEOL 103 (lecture only) and 105 (lecture + lab) will satisfy the new GEOC Group 3 requirements, for two science courses, one without a lab (GEOL 103) and one with a lab (GEOL 105), only one of which can be taken in a single department. The four credit GEOL 105 will also serve as the foundation course for 200-level geoscience courses; its higher standard for content will be upheld in the lab component, listed separately as GEOL 107.

With the consent of the instructor, the student will have the option of upgrading the GEOC non-lab course requirement to meet the GEOC lab requirement by adding GEOL 107. We expect students to select this option only in the semester following the lecture course, though two semesters will be considered. Consent will be required to ensure flexibility.

GEOL 109 (Discussion) and 113 (Field Trips) are strictly optional. They can be taken at any time during a student's career, though we strongly encourage students to do so as an enhancement of the course as they are taking it (103-lecture or 105-combined). GEOL 109 (Discussion) and GEOL 113 (Field Trips) will both be faculty led, and limited to an enrollment of 20 students. One purpose of this is to provide a flexible way to have non-lecture faculty participate in the 100 level curriculum. We visualize discussion groups on such topics as the history of geology, global geology, climate change, geophysics, etc.; with the topic being up to the interest of the faculty member.

2. Academic Merit (see Note L):

Thirty years ago -- when the present CLAS geology curriculum was created -- geology was taught as a separate science focused on four principal **objectives**: #1 – Physical Geology: origin of rocks, continents, ocean basins, and mountains, and the process of weathering and erosion that produce landforms; #2 – Paleontology: fossil history of life, including dinosaurs. #3 – Mineral and Energy Resources: acquisition of raw materials (fossil fuels and minerals); and #4 – Hazards: avoidance of geological hazards (floods, volcanoes, earthquakes, landslides).

We have consistently taught all of these objectives, and targeted them to two separate audiences – potential majors and unambiguously non-majors -- with the following **courses**: GEOL 102 (Introductory Geology, 4 credits) is a lab-based, Group VIII boldface science course that touched on all of these, but strongly emphasized the first objective (and to a lesser extent the fourth), a subject that used to be called “physical geology.” The lab work and field trips emphasized hands-on work with rocks, minerals and geological maps. GEOL 102 was chiefly about science literacy and GEN ed requirements, but it also served as a foundation course for potential majors. GEOL 101 (Environmental geology, 3 credits) is a non-lab, non-boldface course emphasizing objectives 3 and 4. Its goal was always Gen Ed. GEOL 111 (Age of the Dinosaurs, 3 credits) is a non-lab, non-boldface course emphasizing objective 2. Its goal was exclusively Gen Ed.

During this interval, the subject of geology has broadened considerably, moving away from being “just-another-science” to becoming the conceptual center of a much larger endeavor, **Earth System Science (ESS)**, which combines the atmospheric, marine, life, and geological sciences to investigate global-scale problems, notably climate change and consequent impacts on life and landscape. The geological contribution to ESS boils down to “no rocks, no ecosystem,” for all life depends on water, which condensed out of volcanic vapors, which were boiled out of rocks when the earth formed.

Over the past decade, the content of GEOL 102 lecture, GEOL 101, and, to a lesser extent, GEOL 111, have been merging. This has come about because the contribution of “physical geology” to the global environment has become just as “environmental” as our course by that name, GEOL 101, which traditionally emphasized resources and hazards. Simultaneously, GEOL 101 has been broadening to include ESS because that's where the most important problems now are. A similar convergence is taking place with GEOL 111 because the subject of dinosaur evolution has become less a study of this group of vertebrate fossils, than an elegant

case study of how plate motion drives the co-evolution of plants and animals through mechanisms of paleogeography and paleoclimate.

Given these trends, we propose combining and merging the lecture material of GEOL 102 and GEOL 101 (most of which is now similar), with an increased dose of life sciences to produce a single lecture course titled Geol 103 **Earth and Life Through Time (Lecture)** 3 credits , which will be the central course in a suite of five.

The title of the course does not imply that we are adding biological coursework into our course. We are not. Nor does the title connote a return either to the traditional historical geology course (seas come in, seas go out) or to paleontology (emphasis on the chronology and paleoecology of invertebrate extinctions). Instead, the “life” component in the title is there to emphasize how key evolutionary adaptations – origin of life, photosynthesis, predation, vascular plants, forests, grass, human consciousness – ALL played (and continue to play) an important role in bio-geochemical cycling on earth, which involves the ocean as much as the land, and which regulates paleoclimate at all temporal scales. Adding " life" to the title also connotes how the human side of geology (environmental) is now an important part of mainstream geology (global change).

Second, we used to target our courses to two specific audiences. GEOL 101 and 111 were explicitly offered as **science literacy** courses, meaning that they were about exposure and appreciation, rather than professional preparation. In contrast, GEOL 102 was designed to meet not only the science literacy objective, but also was designed to ensure adequate preparation for future geological coursework. It met what we called the **preparatory** objective.

Our goal is to achieve maximum flexibility in satisfying -- simultaneously -- the science literacy objective AND the preparatory objective. To ensure that the combined course provides adequate preparation for science majors (particularly geoscience), we will use the lab (rather than the lecture) to ensure that the foundation objective is met. This permits the lecture component to be targeted more directly towards science literacy.

3. Overlapping Courses (see Note M):

GEOL 102 Introductory Geology (4 credits) and GEOL 101 Environmental Geology (3 credits) overlap so broadly that they will be eliminated, if and when this course package is approved. Some concepts within our proposed course package are routinely taught from a different perspective in other courses.

4. Number of Students Expected: 150-500 per semester.

5. Number and Size of Section: We will offer two sections of the lecture-only version (GEOL 103) each semester in large rooms. We expect anywhere from 75-250 students per section, depending on schedule and staffing. We will initially offer 10 lab sections with 24 seats each for GEOL 105, with some space reserved for students who have previously passed 103.

6. Effects on Other Departments: Our proposal will have no foreseeable negative impact on other departments. Any programs requiring GEOL 102 can meet that requirement with GEOL 105

(combined lecture/lab). Programs requiring the science literacy emphasis (presently 3-credit, non-boldface, GEOL 101, GEOL 111) can meet that requirement with GEOL 103 (lecture only).

7. Effects on Regional Campuses: This course will replace GEOL 102, as presently taught on regional campuses. By offering a common lecture for both GEOL 103 and GEOL 105, we provide regional campus students greater flexibility in meeting their GenED group 3 requirement.

8. Staffing: Responsibilities for lecture sections will be shared by department faculty. One or more honors lab sections will be taught by faculty. Discussion and field trip sections will provide an opportunity for all faculty to participate at the 100 level.

9. Dates approved by (see Note Q):

Department Curriculum Committee: October 15, 2003.

Department Faculty: October 15, 2003

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

Robert M. Thorson, Undergraduate coordinator, <Robert.Thorson@uconn.edu>

2003-150

Authorization to CHANGE a Minor

1. Department Name: Marine Sciences

2. Title of Minor: Oceanography

3. Nature of Change: Make Coastal Studies majors ineligible to take the minor

4. Existing 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.

5. Proposed 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.

6. Effective Date (semester, year): as soon as possible

JUSTIFICATION

7. Why is a change required? Coastal Studies is basically an oceanography major with emphasis on coastal matters. There is so much programmatic overlap between this major and the Oceanography minor as to make the minor into an insignificant addition to a student's academic career.

8. What is the impact on students? The change restricts the ability of majors in our department to also get this minor in our department. These students will still be eligible to take the Marine Biology minor.

9. What is the impact on regional campuses? No significant impact anticipated.

10. Attach a revised "Minor Plan of Study" form to this proposal. See **Appendix 2003-150**.

11. Dates approved by:

Department Curriculum Committee: _17 Sep 2003_____

Department Head: _31 October 2003_

Department Faculty: _23 October 2003_

12. Name and Phone Number and email address of Departmental Contact:

Annelie Skoog 860 405-9220

George McManus 860 405-9164

2003-151

Authorization to CHANGE A Minor

1. Department Name: Marine Sciences

2. Title of Minor: Marine Biology

3. Nature of Change: Add courses to the list of electives, allow Coastal Studies majors to substitute MARN 210 plus 211 for MARN 260, and restrict the ability of students to double count courses taken for the Coastal Studies major.

4. Existing Catalogue Description of the Minor:

This minor requires at least 15 credits of 200's course work. Required courses are:

A. Cores courses: MARN 260, MARN 294/EEB 294

In addition, students must take at least three of the following courses from Group B:

B. Electives: MARN 236, MARN 331, MARN 332, EEB 200, EEB 275

The minor is offered by the Marine Science Department.

5. Proposed Catalogue Description of the Minor:

This minor requires at least 15 credits of 200's course work. Required courses are:

A. Cores courses: MARN 260, MARN 294/EEB 294 *

In addition, students must take at least three of the following courses from Group B:

B. Electives: MARN 236 or 282, MARN 242, MARN 331, MARN 332, EEB 200, EEB 275 or MARN 241 **

The minor is offered by the Marine Sciences Department.

* Students who have taken both MARN 210 and MARN 211 may substitute these for MARN 260 in group A

** Coastal Studies majors may not use their upper division MARN elective courses to count for both the major and the Group B requirement for the Marine Biology minor.

6. Effective Date (semester, year): as soon as possible

JUSTIFICATION

7. Why is a change required? Coastal Studies majors get their biological oceanography instruction in two interdisciplinary courses, MARN 210 and 211. It would be redundant to make them take the separate MARN 260 (Biological Oceanography) for the minor. On the other hand, it does not make sense to let these students double count electives taken for the major by putting them in their minor plan of study.

We also wish to add several courses to the list of electives. These courses were still in development when the minor was constituted.

8. What is the impact on students? Makes it more difficult for Coastal Studies majors to complete requirement B, but easier to complete group A, and gives all students more choices.

9. What is the impact on regional campuses? No major impacts anticipated.

10. Attach a revised "Minor Plan of Study" form to this proposal. See **Appendix 2003-152**.

11. Dates approved by: Department Curriculum Committee: 17 Sep 2003

Department Head: 31 October 2003

Department Faculty: 23 October 2003

12. Name and Phone Number and email address of Departmental Contact:

George McManus 860-405-9164 george.mcmanus@uconn.edu

2003-152

Proposal to Add a New Course

1. Date: November 4, 2003
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Spring, 2005

Final catalog Listing :

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, Clinical Project. Instructor consent required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: CDIS
2. Course Number: 3XX
3. Course Title: Clinical Project in Speech-Language Pathology
4. Semester offered: Second semester
5. Number of Credits: One credit
6. Course description:

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.

Optional Items

7. Number of Class Periods: not applicable
8. Prerequisites: not applicable
9. Recommended Preparation: not applicable
10. Consent of Instructor
11. Exclusions: not applicable
12. Repetition for credit: not applicable
13. Instructor(s) names: not applicable

Justification

1. Reasons for adding this course: The Communication Disorders Program of the Communication Sciences Department currently offers two options for the M.A. degree in Speech-Language Pathology, thesis or non-thesis. The clinical project represents the final component of the non-thesis option. Students will have submitted, during the fall semester of their second year, a comprehensive written summary of a client they have treated. Upon approval of the written report students are given consent to register for this course during the final (spring) semester of their program. Students prepare an oral presentation of the written report that is presented to faculty and graduate students. This course is currently being offered as CDIS 368, Topics in Speech-Language Pathology.

2. Academic Merit: For those students whose primary career objective is to practice clinically, the non-thesis option is typically selected. The clinical project represents an integration of coursework and clinical practica. This project consists of a written report describing assessment and treatment procedures, treatment outcomes, and the effectiveness and theoretical bases of the selected intervention. Once two members of the faculty approve the report, the student presents an oral summary of the report (20 minutes) and then answers questions from the faculty (10 minutes). The clinical project must be successfully completed to graduate via the non-thesis track.

3. Overlapping Courses: None

4. Number of Students Expected: less than 20

5. Number and Size of Section: 1 section, 20 students

6. Effects on Other Departments: None

7. Effects on Regional Campuses: None

8. Staffing: Limited enrollments in this course will not require additional staff. No specific instructor identified since this will vary year to year.

9. Dates approved by:

Department Curriculum Committee: 10/27/03

Department Faculty: 10/28/03

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

Carl Coelho

486-4482

coelho@uconn.edu

2003-153

Proposal to Change an existing Major

1. Date: November 4, 2003
2. Department requesting this change: Psychology
3. Title of Major: Psychology
4. Nature of Change: We want to insert a statement indicating that a maximum of 7 transfer credits (200-level Psychology courses) can be applied toward the major. At present, there is no limit.
5. Existing catalog Description of the Major:

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.

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.

6. Proposed catalog Description of the Major:

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 7 200-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 HDF5 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.

7. Effective Date: as soon as possible

Justification

1. Why is a change required?

At present, a student can apparently obtain a degree in Psychology from the University of Connecticut composed of mostly transfer credits from another institution. Given the heavy emphasis on research in all of our upper-division, 200-level courses, we believe quite strongly that a Psychology major from the University of Connecticut should take at least 72% of the psychology credits applied to the Major Plan of Study at the University of Connecticut. Thus, we prefer to limit the number of transfer credits for courses on the Major Plan of Study to seven credits.

2. What is the impact on students?

The impact should be minor and will apply only to those transfer students who have been granted transfer credit for a large number of courses that the student would like to apply to the Psychology Plan of Study.

3. What is the impact on regional campuses? None

4. Dates approved by (see Note Q):

Department Curriculum Committee: November 4, 2003

Department Faculty: November 4, 2003

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

David B. Miller

2003-154

Proposal to Change an existing Minor

1. Date: November 4, 2003
2. Department requesting this change: Psychology
3. Title of Minor: Psychology
4. Nature of 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.)

5. Existing 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 PSYC 297 combined may be counted toward the minor. 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.

6. Proposed 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.

7. Effective Date (semester, year -- see Note R): as soon as possible

Justification

1. Why is a change required?

PSYC 294 is graded S/U only and should not be used as a course on the Minor Plan of Study because each course on the Minor must be passed with a grade of "C" or higher. In theory, a student receiving a grade of "S" might be doing "C-" or even "D"-level work.

PSYC 299 is similar to PSYC 297 in that it is not a content course, but, rather, an independent study research course. Our Minor already limits students to 3 credits of PSYC 297 but does not specify any limitation on PSYC 299. Thus, at present, a student could fulfill the entire "additional two elective courses" with no additional content course by using 3 credits of PSYC 297 and 3 credits of PSYC 299. We prefer they have at least one additional content course. By adding the statement, "no more than three credits of either PSYC 297 or PSYC 299 may be counted toward the minor," we shall be assured that at least 3 credits will be a content course.

2. What is the impact on students? None, other than that PSYC 294 cannot be used on the Plan of Study and that they will be limited to using a maximum of 3 credits of either PSYC 297 or PSYC 299. They will have ample opportunity of taking content courses that can be applied to the Minor.
3. What is the impact on regional campuses? None.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).
5. Dates approved by (see Note Q):
Department Curriculum Committee: November 4, 2003
Department Faculty: November 4, 2003

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

David B. Miller

3516 or 4301

David.B.Miller@uconn.edu

End of Proposals for Nov. 11, 2003