GUIDELINES FOR SUBMITTING COURSE PROPOSALS

Senate Curricula and Courses Committee

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I.   GENERAL PROCEDURES

A. Determine whether course changes require Senate action through the Senate Curricula and Courses Committee (Senate CCC; see General Guidelines, Section IIB).

B. Prepare a proposal using the Curricula Action Request form for your needs found on the University Senate CCC web site. Secure approval of the Department and/or School or College if required. See Section II under Procedural Requirements.

C. Secure approval of the General Education Oversight Committee (GEOC), if required. Go to the GEOC website for further information.

D. Submit one electronic copy of the proposal to the University Senate office. A proposal may be submitted at any time, but should be received by the University Senate Office at least two weeks prior to the Curricula and Courses Committee meeting at which it is to be reviewed. See Section IIB under Proposal Deadlines regarding Catalog deadline.

II.   GENERAL GUIDELINES

A. GENERAL INFORMATION

The President of the University appoints and defines the duties of the Committee on Curricula and Courses for each school and college. The Senate Committee on Curricula and Courses is responsible for reviewing certain courses. Senate approval is required before any of these are added to the University Catalog. Additionally, the committee makes recommendations: (1) to the faculty of the School or College concerned as to the general character and number of credits-units of 1000 – 4000 level courses offered by the departments within each school or college; (2) regarding the curriculum requirements of each school or college; and (3) relating to graduation requirements that add to, or better specify, but do not go below University minima.

The Senate Scholastic Standards Committee prepares legislation concerning those scholastic matters affecting the University as a whole and not assigned to the Curricula and Courses Committee, including special academic programs, the marking system, scholarship standards and other similar issues.

Department Heads are responsible for all catalog copy of their department in the University Catalog's Directory of Courses. Deans are responsible for all copy under the heading of their respective school or college within the University Catalog and for course information in the Schedule of Classes.

B. PROPOSAL DEADLINES

Curricula Action Request proposals may be submitted any time for review. To ensure that course changes are included in the next printed edition of the course catalog, submission must occur by these deadlines: proposals requiring GEOC review must be submitted by September 1; proposals requiring Senate Curricula and Courses Committee review by October 1.

Before catalog copy can be changed, approval may be required by one or more groups. To clarify the approvals that are required, the following is presented as a standard guide:

C. COURSE ACTION REQUESTS: Adding, Dropping and Changes in Course Pattern.

1. Course actions requiring Senate approval. These are requested by submitting a Curricula Action Request to the Senate CCC **after** approval by the Department and/or School or College:

   a. Adding or dropping a 1000-or 2000-level, or courses listed in the General Education Requirements.

   b. Change in course pattern for a 1000- or 2000-level course or courses listed in the General Education Requirements, including changes in pattern of credits, prerequisites, consent provision, and substantive changes in title and/or course description. GEOC approval for General Education courses is required before the proposal is submitted to the Senate CCC.

   c. S/U grading. A new course that is proposed for S (satisfactory)/U (unsatisfactory) grading or an existing course that is proposed for change in grading system from A-F to S/U or vice versa must receive approval of:

      (1) Department and School or College

      (2) Senate CCC

      (3) University Senate or Graduate School. Note that Senate CCC approval is required for S/U grading of 5000 and above numbered courses.

2. Senate approval is NOT required for the following: The actions may be sent directly to the Registrar after approval by the Department and, if required, by the School or College.

   a. Change in listed instructor. Only Departmental approval is needed.

   b. Change in time of offering, e.g. first or second semester. Only Departmental approval is needed.

   c. Change in frequency, e.g. alternate year designations. Only Departmental approval is needed.

   d. Minor editorial changes in title or description. Only Departmental approval is needed.

   e. Adding or dropping a 3000- or 4000-level course. Departmental AND School or College approval is required. If the course is a 5000-level or above, it must also be reviewed by the Dean of the Graduate School.

   f. Change in patterns of a 3000- or 4000-level course, including changes in pattern of credits, prerequisites, consent provision, substantive changes in title and/or course description, and changes in graduation requirements within existing university minima. Departmental AND School or College approval is required. If the course is a 5000-level or above, it must also be reviewed by the Dean of the Graduate School.

D. COURSE NUMBERING

1. The Registrar maintains the official University directory of assigned and unassigned course numbers, and should be contacted to assist in assigning proposed new course numbers. Assignment of a new number is required for:

   a. Adding a new course.

   b. Significantly changing content of a course.

   c. Change in credits of a course.

   d. Separating hyphenated courses.

   e. Hyphenating separate courses.

   f. Changing time format (number of hours of lecture, lab, or discussion) of a course. Such change may require a change of credits.

2. No dropped course number can be re-assigned until:

   a. The number remains unassigned for a period of at least eight years, or

   b. The dropped course is reinstated without change.

3. If a course number is changed, a statement should appear after the title of the course, noting the prior course, e.g. "Formerly offered as English 2265". Such an entry will be included in two successive catalogs and then omitted.

4. If a course number is changed and the course, under both old and new numbers, is a prerequisite to other courses, reference to the pre-requisites should include both the old and new numbers in four successive catalogs.

5. If a new course specifies registration or credit restrictions referring to a dropped course (e.g., "Not open for credit to students who have passed _____") the statement will be omitted after two successive catalogs, or whenever a department head agrees that the restriction is no longer necessary.

E. SCHOOL OR COLLEGE DEGREE REQUIREMENTS

1. Refer to the Undergraduate Catalog for current University minimum requirements.

2. Schools and colleges are permitted to require more credits for a degree than the University minimum. Changes in the number of credits required for a degree are approved by the school or college curriculum and courses committee and the faculty and then submitted to the Senate Scholastic Standards Committee for reporting to the University Senate.

3. Schools and colleges are permitted to impose General Education requirements that are additional to the University General Education requirements. Changes in school or college requirements are approved only by that school's or college's curriculum and courses committee and faculty.

4. Schools and colleges are permitted to impose higher scholastic standards than the University minimum grade point average requirement. Changes in supplementary minimum scholastic requirements of a school or college are approved only by that school's or college's curriculum and courses committee and faculty.

F. CATALOG COPY PREPARATION. The elements of catalog copy should be standard for all departments, following the format as given in the Undergraduate Course Catalog as follows:

1. course number (typically assigned by the Registrar) and skill code designation;

2. course title;

3. reference to prior course(s) and/or cross listing with other courses;

4. semester and years (if alternate-year course) in which the course is offered;

5. credits earned upon satisfactory completion;

6. instructional pattern (i.e., method of delivery, such as lecture, discussion, lab);

7. restrictions for registration in the course:

   a. prerequisites, suggested preparation, recommended preparation or consent;

   b. credit restrictions;

   c. enrollment restrictions (i.e., state specifically who may or may not enroll);

8. instructor(s) of the course;

9. course description

10. content area

Example containing most of the elements above:

3242W Greek and Roman Drama

(Formerly offered as CLAS 242W) Either semester, alternate years. Three credits. Two lectures and one discussion. Prerequisites: ENGL1010, 1011 or 3800. Recommended preparation: CAMS 1101 or 1102 or 1103. A knowledge of Greek or Latin is not required. *Staff*

Selected plays from the works of Aeschylus, Sophocles, …

III.   GUIDELINES FOR PREPARING CURRICULA ACTION REQUESTS

There are various types of Curricula Action Requests (CAR) and each requires different information. Items 1 to 13 (see Section B. Items Needed) should be in the form of a catalog statement, unless otherwise indicated. Guidelines for preparing a Rationale for Action Requested are in Section IV.

A. COURSE ACTION REQUESTED

1. Adding a new course. Supply items B. 1-23 to form for adding course, and provide rationale.

2. Adding an experimental course. Supply items B. 1-23 to form for adding experimental course, and provide details and rationale.

3. Dropping an existing course. Supply items B. 1-7 to form for dropping course.

4. Revising a course. Use form for revising course.

    a. Change of prerequisite for an existing course. Supply items B. 1-7, state in full the old and new prerequisite (see item B. 14), and omit the remainder of the items.

    b. Adding a course to the General Education Requirements (Content Areas and Competencies). Supply items B. 1-7 and 23 and other items that apply and provide rationale.

    c. Other changes. Supply items B. 1-7 and provide details and rationale.

B. ITEMS NEEDED

1. Subject area in its abbreviated form (e.g., SPAN for Spanish; INTD for Interdepartmental). The INTD designation is used for courses that are truly interdisciplinary or interdepartmental; courses under the sponsorship or scope of a single department or other unit are given the subject area designation (e.g., HIST 1195).

2. Course number (or hyphenated number). For a proposed new course, suggest a number if possible or use a template that indicates the level such as 1XXX or 1XXX-1XXY. Courses numbers xx80 to xx99 are reserved: xx80 and xx90 for field study; xx81 and xx91 for internship; xx82 and xx92 for practicum; xx83 and xx93 for foreign study; xx84 and xx94 for seminar, xx85 and xx95 for special topics, xx86 and xx96 for thesis; xx87 and xx97 for honors thesis; xx88 and xx98 for variable topics; xx89 for undergraduate research and xx99 for independent study. Experimental courses are proposed as special or variable topics courses, i.e., as xx85, xx95, xx88 or xx98.

3. Course title. Ordinarily a title should not exceed 45 characters.

4. Initiating department or unit.

5. Contact information (multiple self-explanatory items on form)

6. Unit approvals. Indicate the dates that the course was approved by department, unit, school and/or college; if the course is cross-listed, provide names and dates of additional unit approvals. INTD (and UNIV) courses are reviewed and approved by the INTD Courses and Curricula Committee. A proposal for an experimental course may be submitted to the Committee by an individual faculty member or a department. Departmental approval may be helpful but is not required.

7. Implementation date. Provide term and year that the course will be offered for the first time. Indicate if the course will be offered before the next printed catalog is distributed.

8. Sections and students. Estimate the number of sections that will be taught and the number of students in each section, each semester the course will be taught.

9. General education content area request, skill code course. If course is to be considered for a content area and/or skill code, check the appropriate box(es).

10. Semester(s) offered. Indicate which semester(s) course will be taught and whether course will be taught every year or alternating years. Experimental course approval is for one offering only, during a specific time period (usually one semester). If for some reason the course is not offered at that time, approval may be requested for another specific time.

11. Number of Credits per semester. Select and complete only one:

    a. _____credits

    b. _____credits each semester (for a course with hyphenated number)

    c. Variable credits (list minimum and maximum possible credits)

12. Instructional pattern. List weekly number and type of class period (e.g.: Three class periods; Three 1-hour lectures and one 3-hour laboratory). Mention field trips if applicable.

13. Course language. If course is taught in language other than English, please so indicate and enter the language of instruction.

14. Prerequisites. List prerequisites, recommended or suggested preparation, indicating which (if any) may be taken concurrently.

15. Consent required; indicate if no consent is required or if consent is required from the instructor, department head and/or unit.

16. Permissions and Exclusions. Select and complete any that apply:

    a. Open only to juniors or higher

    b. Not open for credit to students who have passed ____.

    c. Open only to students in the Honors Program.

    d. Open only to majors

    e. May not be taken concurrently with _____.

    f. A reading knowledge of _____ is required.

    g. Students ordinarily should take this course in the _____ semester.

    h. Other (specify) _____.

17. Repetition for Credit. Indicate whether course may be repeated for credit and if so the total number of credits allowed, and whether multiple enrollments are allowed in the same term.

18. Grading basis. Indicate whether grading will be A-F or S/U. If course is proposed for S/U grading, provide justification.

19. Honors course. Indicate whether course is an Honors course or if any sections are intended to be taught as honors sections.

20. Additional details. Select and complete any that apply:

    a. May not be used to meet the _____ requirement.

b. May not be used as a prerequisite for _____.

c. Offered at the _____ campus.

d. Other (specify) _____.

21. Instructor. Give name(s) of course instructor(s), or write "Departmental Staff."

22. Regional Campus availability:

   a. Whether the course will be offered at one or more Regional Campus(es), and if so, list the campuses.

   b. If not, how the addition of the course will affect the progress of students at the Regional Campus(es).

   c. Whether the addition of the course will affect the curriculum at the Regional Campuses, and if so, how.

23. Title and complete catalog copy. Include standard abbreviation for subject area, course number, skill code (if applicable), course title, semester offered, number of credits, instructional pattern, course language (if other than English), prerequisites or recommended preparation, consent of instructor (if applicable), permissions and exclusions (if applicable), repetition for credit (if applicable), S/U grading (if applicable), additional details, instructor(s) name(s) (if in catalog copy), and complete course description. Course description should be brief. Repeating the title and phrases such as "This course will deal with" or "A study of" should be avoided. Ordinarily 100 to 225 characters will suffice.

IV.   GUIDELINES FOR STATEMENT OF RATIONALE

A. ADD COURSE. For requests to add a new course, include in the Rationale:

1. Reason for adding the course. In what ways would the new course enhance the academic program of your department? For instance, does the course treat a body of material not previously treated in your department, or does it take a new point of view toward material already in the curriculum? Does the new course replace a course that is being dropped or will it alternate with an existing course, and if so, which course? Will teaching loads or class sizes in other courses in the department change with the addition of this course?

2. Why the course is appropriate for listing at the 1000 or 2000 level. Justification could include that the course is introductory and/or has no prerequisites.

3. Justification for enrollment restrictions. Explain why enrollment will be restricted to certain classes of student, as indicated in Permissions and Exclusions above.

4. How the proposed course relates to offerings in other departments/programs:

   a. What course(s) in other departments might have this course as a prerequisite.

   b. What course(s) in other departments are prerequisites for this course.

   c. Course(s) in other departments that are similar in content and how the proposed new course differs from these course(s).

d. How teaching loads or class sizes in other course(s) may change with the addition of this course.

e. Note when all departments that might be affected by this change were consulted.

5. The personnel associated with the course should be identified insofar as possible, and evidence of feasibility (availability of staff time, departmental resources, etc.) should be presented.

6. If the course is to be cross-listed, provide justification for listing under another subject area.

7. The proposal should also include the following:

a. Intended methods of measuring student performance, achievement, etc.

b. Expected enrollment.

c. Relationship of proposed course to existing courses.

8. Independent study courses under the number 1X99 or 2X99 should be open only to freshmen and sophomores with consent of the instructor. (Courses for juniors and seniors are under the control of the individual School or College, rather than the Senate.)

9. If the proposed course is an experimental course, provide the reason for proposing it as an experimental course. Note that an electronic copy of a written evaluation of the course is to be submitted to the Committee Chair by the instructor upon completion of the course. This may include a request for further action by the Committee if desired (such as approval of a second offering of the course or establishment of a regular course). The instructor also may be asked to meet with the Committee. The course may be approved by the Committee for a second offering, but not for additional offerings. If the sponsoring instructor or department wishes to offer the course more than two times, approval by the Senate as a regular course should be requested. Because experimental courses are not listed in the catalog, the instructor or department concerned is responsible for advertising the course. This aspect should be considered in deciding whether to seek approval of the course as an experimental course or as a regular course.

B. DROP COURSE. For a request to drop a course, the justification may be brief, but it should mention the effect on:

1. The curriculum of the department;

2. Degree requirements for students currently in the program;

3. Enrollment in other courses;

4. Other departments, programs and regional campus considerations. Be sure to indicate other departments/programs that have been consulted.

C. REVISE COURSE. For a request to change an existing course, the justification may be brief, but it should mention the effect on:

1. The curriculum of the department;

2. Degree requirements for students currently in the program;

3. Enrollment in other courses;

4. Other departments, programs and regional campus considerations. Be sure to indicate other departments/programs that have been consulted.

V.   GENERAL EDUCATION REQUIREMENTS

A. COURSES FOR CONTENT AREAS

1. Courses for inclusion in Content Areas one through four should follow the UNIVERSITY OF CONNECTICUT GENERAL EDUCATION GUIDELINES as approved by the University Senate on May 12, 2003. Portions of that document pertaining to curriculum action requests are reproduced below.

2. Requirements for Curricula Action Request. In addition to catalog copy information, a Curricula Action Request should address both the overall General Education criteria and the specific criteria for the content area and/or respective competency, as requested in the application form.

B. COMPETENCIES

1. Five competencies are included in the General Education requirements: computer technology, information literacy, quantitative skills, second language, and writing. Courses that satisfy requirements for the quantitative and writing competencies must be specifically approved as such by GEOC, the Senate C&C Committee, and the Senate. Approved courses are designated by a Q (quantitative), W (writing), or WQ (both writing and quantitative) following the course number.

2. Courses that are offered with and without the competency designation must be listed in the University Catalog both ways. Courses for writing and quantitative skills competencies should follow the UNIVERSITY OF CONNECTICUT GENERAL EDUCATION GUIDELINES as approved by the University Senate on May 12, 2003, Portions of that document pertaining to curriculum action requests are reproduced below.

VI.   GENERAL EDUCATION GUIDELINES

Excerpted from the document approved by the University Senate on May 12, 2003, with added motions passed on 11/10/03, 12/8/03 and 4/1/05 (The complete document can be found at http://geoc.uconn.edu/)

A. PURPOSE OF GENERAL EDUCATION. The purpose of general education is to ensure that all University of Connecticut undergraduate students:

1. become articulate,

2. acquire intellectual breadth and versatility,

3. acquire critical judgment,

4. acquire moral sensitivity,

5. acquire awareness of their era and society,

6. acquire consciousness of the diversity of human culture and experience, and

7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge.

In order for any course to be included in Content Area Groups One, Two, Three or Four, it should be oriented toward these overarching goals. In addition, specific criteria for the four Content Areas and five Competency Areas are given below.

B. PRINCIPLES FOR THE GENERAL EDUCATION CURRICULUM. The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses. There must be a significant commitment to several principles:

1. Course Accessibility. In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses. Courses in Group Four may also have prerequisites outside of General Education courses.

2. Universality. Each department or School and College may propose courses for any of the four Content Areas. All courses approved for the General Education Requirements must be valid for all Schools and Colleges of the University of Connecticut in meeting the University General Education Requirements. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.

3. Other Operating Principles:

   a. General education courses should be delivered by faculty members. Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.

   b. All courses offered for General Education credit must be approved by the GEOC. There will be no rollover of existing course offerings.

   c. No academic unit may set enrollment bars or priorities for their own students for any General Education course, with the following exceptions:

      (1) An academic unit may reserve any percentage of seats for its own students in a 2000 or higher level W course that is not also approved for a content area.

      (2) An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 2000 or higher level course approved for Group IV (Diversity and Multiculturalism) as long as it is not also approved for any other content area.

   d. While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for 1000-level courses. This in no way should inhibit departments from requiring writing in their Q offerings or quantitative analysis in their W courses. Multiple

competency designations, where a single course fulfills both Q and W requirements, are limited to 2000-level and above courses.

C. GROUP ONE – ARTS AND HUMANITIES

    1. Definition of Arts and Humanities for General Education:

        a. Arts and Humanities courses should provide a broad vision of artistic and humanist themes. These courses should enable students themselves to study and understand the artistic, cultural and historical processes of humanity. They should encourage students to explore their own traditions and their places within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human languages and cultures.

        b. The broadly based category of Arts and Humanities includes courses in many different aspects of human endeavor. In areas of exploration traditionally included within "the Arts and Literature," students should explore modes of aesthetic human expression that develop within cultures and are delivered through (a) visual arts (painting, sculpture, architecture, etc.), (b) dramatic performances (live theatre, video and film performances, dance, etc.), (c) musical composition and performance, and/or (d) writing in various literary forms. In areas of exploration traditionally included within "the Humanities," students should explore areas of knowledge and analysis relating to human history, philosophy, or culture.

        c. The primary modes of exploration and inquiry within the Arts and Humanities are historical, critical, and aesthetic. The subject matter of courses in Group One should be approached and analyzed by the instructor from such artistic or humanistic perspectives.

    2. Criteria: Courses appropriate to this category must, through historical, critical and/or aesthetic modes of inquiry, introduce students to and engage them in at least one of the following:

        a. Investigations and historical/critical analyses of human experience;

        b. Inquiries into philosophical and/or political theory;

        c. Investigations into the modes of symbolic representation;

        d. Comprehension and appreciation of written, graphic and/or performance art forms;

        e. Creation or "re-creation" of artistic works culminating in individual or group publication, production or performance. Three-credit courses in this category must be supplemented by written or oral analysis/criticism.

D. GROUP TWO – SOCIAL SCIENCES

    1. Definition of Social Sciences for General Education:

The social sciences examine how individuals, groups, institutions, and societies behave and influence one another and the natural environment. Courses in this group enable students to analyze and understand interactions of the numerous social factors that influence behavior at the

individual, cultural, societal, national, or international level. They use the methods and theories of social science inquiry to develop critical thought about current social issues and problems.

     2. Criteria: Courses appropriate to this category must meet all of the following criteria:

       a. Introduce students to theories and concepts of the social sciences.

       b. Introduce students to methods used in the social sciences, in*cluding* consideration of the ethical problems social scientists face.

       c. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment.

       d. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that might be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction.

E. GROUP THREE – SCIENCE AND TECHNOLOGY

     1. Definition of Science and Technology for General Education:

These courses acquaint students with scientific thought, observation, experimentation, and formal hypothesis testing, and enable students to consider the impact that developments in science and technology have on the nature and quality of life. Knowledge of the basic vocabulary of science and technology is a prerequisite for informed assessments of the physical universe and of technological developments.

     2. Criteria: Courses appropriate to this category should:

       a. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods;

       b. Promote an understanding of the nature of modern scientific inquiry, the process of nvestigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge;

       c. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions; and

       d. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society.

       e. Laboratory courses in this category must teach fundamental principles of the biological and/or physical sciences through hands-on participation.

F. GROUP FOUR – DIVERSITY AND MULTICULTURALISM

     1. Definition of Diversity and Multiculturalism for General Education

In this interconnected global community, individuals of any profession need to be able to understand, appreciate, and function in cultures other than their own. Diversity and multiculturalism in the University curriculum contribute to this essential aspect of education by bringing to the fore the historical truths about different cultural perspectives, especially those of

groups that traditionally have been under-represented. These groups might be characterized by such features as race, ethnicity, gender, sexual identities, political systems, or religious traditions, or by persons with disabilities. By studying the ideas, history, values, and creative expressions of diverse groups, students gain appreciation for differences as well as commonalities among people. Subject matter alone cannot define multicultural education. A key element is to examine the subject from the perspective of the group that generates the culture. The inquiry needs to be structured by the concepts, ideas, beliefs, and/or values of the culture under study. A variety of approaches can be used, including comparative or interdisciplinary methodologies. Regardless of the approach, courses should view the studied group(s) as authors and agents in the making of history.

2. Criteria: Courses may be contemporary or historical in focus; they may be broadly based or highly specialized; they may be at an introductory or advanced level. Courses must contribute to advancing multicultural and/or diverse perspectives and also highlight the perspective of the group(s) under study. Courses appropriate to this category must meet at least one of the following criteria:

   a. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity;

   b. Emphasize that interpretive systems and/or social structures are cultural creations;

   c. Consider the similarities that may exist among diverse groups;

   d. Develop an understanding of and sensitivity to issues involving human rights and migration;

   e. Develop an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items.

3. At least one course selected by each student must provide an international perspective and/or comparative study of the history of culture(s) over time and place. Courses meeting the international requirement must focus on a group(s) outside of the United States or on cultural continuities and transformations.

G. QUANTITATIVE (Q) COMPETENCY

1. Definition of a Q course:

Q courses require the knowledge and use of mathematics and/or statistics at or above the basic algebra level as an integral part of the course. These courses might include comprehensive analysis and interpretation of data. The mathematical and/or statistical methods and skills required are those specific to the particular course and discipline.

2. Criteria: Courses appropriate for a Q designation should have the following attributes:

   a. Mathematics and/or statistics at or above the basic algebra level must be an integral part and used throughout the course;

   b. Courses must include use of basic algebraic concepts such as: formulas and functions, linear and quadratic equations and their graphs, systems of equations, polynomials, fractional expressions, exponents, powers and roots, problem solving and word problems. Formal abstract structures used in symbolic logic and other algebraic analyses are acceptable;

c. Courses should require the student to understand and carry out actual mathematical and/or statistical manipulations, and relate them to whatever data might be provided in order to draw conclusions. Merely feeding numerical data into a program on a computer or a calculator to obtain a numerical result does not satisfy this requirement. Technology should be viewed as a tool to aid understanding and not as a driver of content.

H. SECOND LANGUAGE COMPETENCY

1. Definition of Second Language Competency:

a. Second-language competency prepares students for the increasingly multilingual challenges of the marketplaces of goods and ideas and for participation in local, regional and global affairs. It is thus an integral component of both liberal and practical education that contributes to students' articulateness in the second language and in their native language as well as to their consciousness of the diversity of human cultures and languages.

b. Because the broad benefits of learning and using a second language can be gained from the study of diverse languages - ancient and modern, written and spoken, less and more widely taught, verbal and sign - any natural language may satisfy this requirement.

2. Entry Expectations: he present admission requirement for second language skills is two years of study in a second language in high school or the equivalent. Students are strongly encouraged, however, to take three or more years of the same second language by the time they complete high school.

3. Exit Expectations: student meets the minimum requirement if they have passed the third year level of a single foreign language in high school, or the equivalent. With anything less than that the student must pass the second semester course in the first year sequence of college level study in a single language.

4. Specific Guidelines

a. In the modern languages, introductory and intermediate courses that fulfill the requirements will teach the four basic language skills (reading, writing, listening and speaking) and will contain a substantial cultural component.

b. In the ancient languages, introductory and intermediate courses will focus on reading and writing and will contain a substantial cultural component.

c. Advanced courses in both modern and ancient languages may emphasize a single activity (e.g. reading) on the assumption that advanced students have already gained facility in other skills.

d. Language courses at all levels should be balanced with regard to gender, race and class.

I. WRITING (W) COMPETENCY

1. Definition of Writing Competency for General Education:

a. The writing across the curriculum W course requirements are designed to ensure that writing instruction continues after the Freshman English writing courses (English 110 or English 111). As one of the fundamental ways through which academic disciplines explore, construct, and communicate their various forms of knowledge, writing is an essential component of a university education. The goals of the Freshman English seminars emphasize the need to "engage students in the work of academic inquiry through the interpretation of difficult texts, to help them participate in the issues and arguments that animate the texts, and to reflect on the significance for academic and general culture and for themselves of the critical work of reading and writing" (Freshman English Seminar Description 1). The W requirement extends that work to other courses with an emphasis on the significance of writing in individual major fields of study.

b. W courses should demonstrate for students the relationship between the writing in the course and the content learning goals of the course. Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of the course material. In addition then to the general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression, and the discipline specific format, evidentiary, and stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop both throughout their lives and careers after graduation.

c. The W requirement can be met in formats other than the standard three-credit course. For example, a department might add a fourth credit to a three-credit course to convert the course to a W; another department might adopt a portfolio assessment mechanism that requires substantial writing over a number of semesters' work in the major.

d. The W requirement does not limit writing only to courses with a W designation; the requirement is designed to support and encourage writing instruction throughout the curriculum. Courses without a W designation, for example, still would commonly require that students write papers and essay examinations.

2. Criteria: Courses (and their equivalents) appropriate for a W designation should:

a. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness;

b.   Address writing in process, require revision, and provide substantial supervision of student writing. (The structure of revision and supervision may vary, including in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.);

c. Have an enrollment cap of nineteen students per section:

d. Make explicit the relation between writing and learning in the course:

e. Articulate the structure of supervision of student writing;

    f.   Explain the place and function of revision in the course;

    g.   Detail how the page requirement will be met;

    h.   Require that students must pass the writing component in order to pass the course.

3. Specific Guidelines. Keep the eight criteria listed above in mind as you address the following four requests for information that are prompted by the course proposal form. You can, of course, provide more information than these prompts invite, but failure to respond to the four prompts in adequate detail will result in a request for revisions to your proposal. Providing a syllabus with the proposal is especially helpful but not required.

    a.   Describe how the writing assignments will enable and enhance learning of the content of the course. Describe the page requirements of the assignments, and the relative weighting of the "W" component of the course for the course grade.

    b.   Describe the primary modes of writing instruction in the course (e.g., individual conferences, written commentary, formal instruction to the class, peer review, and so on).

    c.   Explain how opportunities for revision will be structured into the writing assignments in the course. For example, when will drafts be due? Will large research papers be written in stages (proposal, annotated bibliography, drafts)? And so on.

    d.   Confirm that the syllabus will inform students that they must pass the "W" component of the course in order to pass the course.

J. Staffing:

1. W courses normally are taught by University of Connecticut faculty. When that is not possible, then qualified graduate students may be used to assist faculty in 2000-level or above W courses or, with faculty supervision, to teach a 1000-level W course.

2. All new instructors of W courses will be provided with a W course orientation. This orientation will be required of all teaching assistants assigned to assist in a 2000-level or above or to instruct a 1000- level W course.