

November 2000

Minutes November 13, 2000

Follow this and additional works at: http://digitalcommons.uconn.edu/senate_minutes

Recommended Citation

"Minutes November 13, 2000" (2000). *Minutes*. 3.
http://digitalcommons.uconn.edu/senate_minutes/3

MINUTES OF A MEETING OF THE UNIVERSITY SENATE

1. The regular meeting of the University Senate was called to order at 4:05 p.m. in Room 7, Bishop Center by moderator, David Palmer.
2. The minutes of the October 16, 2000 meeting were approved as distributed.
3. President Philip Austin made his report consisting of five items:
 - a. The University is not subject to the state law regarding video services and so may provide its own. Nonetheless it will continue to negotiate with Charter Communications, as there is opportunity for future relationships with faculty members.
 - b. \$7.7 million has been reapproved for Agricultural Biology by the federal Department of Energy. Senator Dodd was particularly helpful.
 - c. The Ed.D. degree in Educational Administration has been approved by the School of Education, the Graduate School, and the Board of Trustees.
 - d. The administration has noted the concern regarding appropriate housing space for visiting scholars. It supports the use of facilities for visiting faculty and will work with us to identify space.
 - e. Tomorrow support of three million dollars for the Stamford campus from the General Electric Company will be formally announced.
4. Mr. G. Anderson presented the report of the Senate Executive Committee which included an announcement that the report from the General Education Task Force will be presented to the Senate under New Business.

(See Attachment #13).

Mr. J. Clausen reported on the meeting of the Board of Trustees.

(See Attachment #14)

Mr. Mannheim moved, and it was seconded, that:

"The University Senate hereby instructs the Senate Curricula and Courses Committee to obtain input from all the schools and colleges of the University regarding their positions on possible changes to the General Education Requirements. Such input should take the form of written submissions from the various deans and/or resolutions passed by the associated faculties."

The motion passed.

5. Mr. Zirakzadeh presented the report of the Nominating Committee.
(See Attachment #15)
6. Mr. Gianutsos presented the report of the Scholastic Standards Committee.
(See Attachment #16)

He moved that:

Refer to page 46 of the University of Connecticut Laws and By-laws, Twelfth Edition, Revised (1995), Section II.E. Scholastic Standing.

A. Insert a new number 2 section before the current 2. Undergraduate Marks section. Subsequent numbers in Section E, through the current 6. Reporting Grades would be increased by one.

2. Responsibility for the Academic Assessment of Students. The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements should be stated at the outset of the course.

[The new Sections II, E9 and 10, deal with cases in which mistakes have been made by the instructor in arriving at and reporting a final course grade, or cases in which a student wishes to contest a final course grade.]

B. After the current item 7, which will become item 8, insert new items 9 and 10:

9. Changes of Course Grades

Grades are part of the student's permanent record. Therefore they should never be changed for reasons unrelated to course requirements or quality of work. An instructor may neither accept additional work nor give additional examinations once the grade in the course has been submitted. Nevertheless, there can be situations in which course grades may and ought to be changed. These comprise computational errors, clerical errors, and the discovery of overlooked components in a student's body of work.

In cases when the instructor of record concludes that a course grade ought to be changed, he or she determines a corrected grade and initiates the grade change process. The grade change must be approved by the head of the department offering the course (in departmentalized schools or colleges) and the dean of the school or college in which the course is taught in order to monitor grade changes and ensure that they are based only on the considerations mentioned above. If a grade change is approved, the dean will notify the instructor, student, and registrar in writing.

10. Appeals of Assigned Course Grades

[In the subsequent discussion in this section, the term "the dean of the school or college offering the course" should be substituted for "department head" when the grade in question is in a course offered in a non-departmentalized school or college.]

A student who believes that an error in grading has occurred may request a review by the instructor of record. If the instructor agrees that a change is justified, the instructor will initiate the grade change (according to the procedure in the previous section of these By-laws).

If a student requests a review of a course grade and the instructor believes that the original grade is correct, the student has 30 days to appeal the decision to the head of the department in which the course is taught. The department head will seek input from the instructor and the student. If this process results in agreement by the instructor that a grade change is justified, the instructor will initiate the grade change according to the procedure in paragraph 2 of section II, E9 of these By-Laws.

If the instructor and the department head agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has 10 days to request, through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel.

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request , through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel. This request shall be made within 10 days of completion of the department head's review.

The Faculty Grade Change Review Panel, hereafter referred to as the Faculty Review Panel, shall be composed of three full-time faculty members appointed by the dean of the school or college in which the course is taught. The Faculty Review Panel shall convene a hearing within 10 working days of notification of a case. Both the appealing student and the course instructor should be present at the hearing. The student will be afforded an opportunity to state the grounds on which he or she is appealing the grade. The instructor will be afforded the opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and/or request testimony of others. The Faculty Review Panel may request input from the department head.

If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the registrar a change of grade request signed by the all members of the Review Panel. The Review Panel will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within 10 working days of the decision. The decision of the Faculty Review Panel shall be considered final.

C. The current items 7 through 10 in Section II E would be increased by three making a total of thirteen rather than ten items in Section II E.

D. There is inconsistency in the terminology in Section II E.; sometimes the term "grades" is used and sometimes the term "marks" is used. We suggest that wherever in Section E. the words "mark" or "marks" are used, they be changed to "grade" or "grades".

A member of the Committee, Ms. Jane Knox, was given the courtesy of the floor to answer questions.

The motion passed.

7. Ms. Goldman presented the report of the Curricula and Courses Committee.
(See Attachment #17)

She moved Item I.A., 100-level courses in ART:

ART 111. Foundation: Studio Concepts.
Approve request to add ART 111 as new 100-level course.

ART 110. Foundation Studio I.
ART 112. Three Dimensional Foundation.
Approve request to drop these two 100-level courses. Replace with ART 111.

ART 160. Basic Studio, Printmaking.
ART 164. Basic Studio, Painting.
Approve request to add ART 111 as a prerequisite for each of these courses.

ART 163. Basic Studio, Sculpture.
Approve request to change prerequisites:
Replace: ART 112 or consent of instructor
With: ART 111 and ART 130

ART 166. Basic Studio, Photography
Approve request to add prerequisites: ART 111 and ART 130

The motion carried.

Ms. Goldman moved under 100-level Course in Nursing:

Approve request to add NURS 110, 111, and 112 as new 100-level courses.

NURS 110. Introduction to Health
First semester. Three credits. Open to non-Nursing majors.

NURS 111. Humanizing Health Care: Nursing's Past, Present, and Future.
Second Semester. Three Credits. Open to non-Nursing Majors

NURS 112. Health Care Delivery System.
First Semester. Three credits

The motion carried.

Ms. Goldman moved under 100-level courses in Biology and EKIN:

"Approve request to add BIOL 199 as a new 100-level course.
BIOL 199. Introduction to Biological Research

The committee recommends the following changes in title and/or catalog description for existing 100-level courses.

EKIN 160. Courses in Lifetime Sports Program
Current copy: This course may be repeated once for credit.
Proposed copy: Repeatable with change of activity or change of level of activity. Not to exceed 2 credits. "

The motion carried.

Ms. Goldman moved under Open to sophomores:

"The committee recommends that the following courses be approved as open to sophomores.

PHYS 258Z-259Z. Laboratory in Electricity, Magnetism, and Mechanics.
NURS 207. Clinical Science II.
NURS 221. Health Assessment Through the Lifespan.

The committee recommends the following courses maintain the open to sophomores designation following changes in title, prerequisites, or catalog description.

PNB 274-275. Enhanced Human Physiology and Anatomy "

The motion carried.

Ms. Goldman moved under Prerequisites for enrolling in a course:

"The committee recommends that the Senate drop 'required preparation' from the list of possible categories for 'prerequisites' for courses:
Current categories: Prerequisite, Required Preparation, and Recommended Preparation.
Proposed categories: Prerequisite and Recommended Preparation."

After some debate, Ms. Adams moved that debate be closed.
The motion to close debate carried.

The motion (Goldman) carried.

Ms. Goldman moved:

"The committee recommends that the Senate grant a moratorium on the need for Senate approval for editorial changes in catalog copy that are made in keeping with changes in prerequisites related to dropping the option of Required Preparation. This moratorium is to apply only to changes for the 2001-2002 catalog."

The motion carried.

Ms. Goldman informed the Senate that the Curricula and Courses Committee had approved the addition of the following skill designation:

MCB2yyW. Human Disease and the Development of Therapeutic Agents.

The Committee had approved that the following course maintain a skill designation following changes in title, prerequisites, or catalog description:

Physics 258Z-259Z. Laboratory in Electricity, Magnetism, and Mechanics.

Ms. Goldman moved under General Education: Group II - Expository Writing the following:

"Change in Group II requirements:

Proposed requirement:

Academic Writing: All students must take English 110 or 111.

Additionally, all students must take two W courses, which may also satisfy other requirements. (Note: English 110 or 111 is a prerequisite to all W courses.) Students with Advanced Placement English scores of 4 or 5 and students passing ENGL 250 will be exempted from the 110 or 111 requirement.

Addition of new 100-level courses.

ENGL 110. Seminar in Academic Writing.

Either semester. Four credits. Not open to students who have passed ENGL 105. Students placed in ENGL 104 must pass that class before enrolling in ENGL 110.

Instruction in academic writing through interdisciplinary reading.

Assignments emphasize interpretation, argumentation, and reflection.

Revision of formal assignments and instruction on grammar, mechanics, and style.

ENGL 111. Seminar in Writing through Literature.

Either semester. Four credits. Not open to students who have passed ENGL 109. Students placed in ENGL 104 must pass that class before enrolling in ENGL 111.

Changes in 100-level Courses:

ENGL 104. Basic Writing

Proposed catalog copy:

Either semester. Two credits.

Development of the reading and writing skills essential to university work. Students placed in ENGL 104 must pass the course before electing ENGL 105, 100, or 111. Not open to students who have passed ENGL 105, 109, 110, or 111.

ENGL 105. English Composition.

Add: Not open to students who have passed ENGL 110.

ENGL 109. Literature and Composition.

Add: Not open to students who have passed ENGL 111. "

Professor Thomas Recchio was given the privilege of the floor.

After some discussion, Mr. Stave moved to close debate.
The motion to close debate carried.

The motion (Goldman) carried.

8. Mr. Stave presented the report of the Faculty Standards Committee. He said that that the administration will post the Report on Faculty Professional Responsibilities to the Chancellor's web site.
9. There was no unfinished business
10. The report of the General Education Task Force was presented to the Senate. An overview was presented by Mr. Faustman.
11. The meeting was adjourned at 6:04 p.m.

Respectfully submitted,

Uwe Koehn, Secretary

The following members and alternates were absent from the November 13, 2000 meeting:

Allenby, Edward	Hussein, Mohammed	Rola, Angela
Allinson, Derek	Jain, Faquir	Scalora, Salvatore
Aronson, Lorraine	Luh, Peter	Schlichting, Carl
Bee, Robert	Lynes, Michael	Simon, Christine
Buckley, Roger	Maresh, Carl	Spiggle, Susan
Bushmich, Sandra	Olson, Sherri	Steele, Susan
Cutlip, Michael	Paul, Jeremy	Trimble, Logan
Gatta, John	Petersen, John	Triponey, Vicky
Hart, Ian	Philpotts, Anthony	von Hammerstein, Katherina
Hattayer, Christopher	Polifroni, E. Carol	Wang, Tixang
Herzberger, David	Rodin, Krista	Wisensale, Steven

ATTACHMENT #13

REPORT OF THE SENATE EXECUTIVE COMMITTEE (SEC)
November 13, 2000

There have been two meetings of the SEC since the full Senate last met. The meeting on 27 October was with the Chairs of our Standing Committees. There was considerable discussion of how the GER Task Force report could most effectively be handled. The results of that discussion will be presented at the end of this report. There was discussion of implementing some aspects of the new software, APeopleSoft, and consequences for academic issues such as the upper division/lower division separation. Scholastic Standards Committee (SSC) Chair Gerry Gianutsos, and SEC Chair G. Anderson, met with the Chancellor to begin to establish a Calendar Review *ad hoc* committee. SSC also announced that Student Affairs is considering assigning to Department Heads such things as resolution of multiple final exams on one day. The SEC met for about an hour with Mr. Frank Labato, Director of University Environmental Health and Safety and Mike Pascucilla from EHS regarding the new AFood Safety Policy. Emanating from that meeting was the recommendation that Mr. Pascucilla develop a fact sheet regarding food safety, catering, etc., to be made available to the Senate and University community. J. Cairra and I. Brown represent the SEC in the ongoing effort to re-establish the Trustee-Faculty annual dinner; a tentative date in April has been set. The following people have agreed to serve as Tellers for Senate elections: Kim Chambers, Ellen Cromley, Carol Polifroni, Ernie Zirakzadeh.

Recent election results are as follows:

Faculty Review Board - one-year term to complete vacated term - Peggy Chinn
Faculty Review Board - three-year terms - Richard Brown and Lee Langston
Athletic Advisory Committee - Judy Kelly

On 3 November the SEC met with the President, Chancellor and members of the Cabinet. Vice Provost S. Steele delivered the official copy of the General Education Requirements (GER) Task Force report to the Senate. She also delivered a memorandum reaffirming agreement with the previously established resolution of the grade point standards for the Nutmeg and Day of Pride full fellowships at 3.0 for the first two years and 3.2 for the final two years. SSC Chair Gerry Gianutsos was at the meeting briefly to discuss this issue; the SSC will continue to discuss scholarship standards issues, with a full report to the Senate expected later. The Chancellor briefly discussed service centers including animal care, the calendar review, and the Master Plan. There was considerable discussion over the revelation that the Lakeside Apartments are to be proposed for conversion to an office complex, with no clear plan for housing long-term Visiting, a set of issues on which the Growth and Development Committee has been working with the Administration for many months. Vice Chancellor Triponey indicated continuing concern over violence on campus, and reported that the new apartment construction is on schedule and that the lottery for undergraduate housing priority may not be the difficult issue anticipated with the new housing/renovations coming on line. Vice President Lorraine Aronson reported that the magnitude of the budget recession, and how it will be handled, is still under discussion.

I also here reiterate the procedure that we proposed for the Senate evaluation of the proposal on General Education Requirements (GER). As noted, the University-level committee appointed by Vice Provost Susan Steele, that she co-chaired with Professor Derek Allinson, delivered a report to the SEC on 3 November. We referred the report to the Curricula and Courses Committee (C and C), and also asked that the Budget Committee, the Faculty Standards (FSC) and Student Welfare Committees (SWC) review the report. The C and C Committee and SEC will receive any comments from Budget, FSC and SWC, and the C and C Committee will include these comments in their own final recommendations to be received and reviewed by the entire Senate. It is obvious that the GER proposals constitute major issues for all of us. Thus, we anticipate that the C and C Committee will soon announce a plan for multiple hearings to allow all who wish to present their views on the strengths and weaknesses of the plan. This review will obviously be open to the entire University community, not just the members of the Senate. Given the magnitude of the issues, the opportunity for full evaluation is paramount; thus, we have not set an absolute date for the C and C report, although we anticipate the April meeting as a target date. Finally, we have asked a GER Committee representative to present a brief summary of the efforts made to craft the GER recommendations and of the report itself. This presentation will be for background only, so we will ask that questions be reserved for the full review the C and C Committee will hold. The full report will be available on the Senate web site at: senate.uconn.edu.

Respectfully submitted,

Gregory J. Anderson, Chair
Judith Bridges
Irene Q. Brown
Scott W. Brown
Janine N. Caira
L. Cameron Faustman
Scott E. Kennedy
David D. Palmer
C. Ernesto Zirakzadeh

ATTACHMENT #14

Senate Representatives to the Board of Trustees
Report to the Senate
November 13, 2000

The Board of Trustees met November 9, 2000 at the Stamford Campus. Presentations were made by Dr. Jacquelyn Joseph-Silverstein, the Associate Vice Chancellor of the Stamford campus, on enrollment information and Dr Marja Hurley, Associate Dean of the Medical School who described a partnership initiative with high school students.

The Board decided to defer acceptance of the Final Draft of the Outlying Parcels Master Plan pending some questions raised by the Academic Affairs Committee of the Board. The Board approved revisions to the 2000-2001 Capital Budget that included providing temporary modular space for TLS, added support for Wilbur Cross renovations, Gant Plaza, animal facilities, and Lakeside Apartment renovations. As part of these revisions, proposed renovations of Beach Hall and Monteith/Arjona will be deferred.

As Chair of the Senate Growth and Development Committee I spoke in opposition to the conversion of Lakeside Apartments to University Communications and Governmental Relations because the Committee was discussing use of the Apartments as a potential Center for Visiting Scholars.

The next meeting of the Board is scheduled for February 13, 2001 at the Health Center.

Respectfully Submitted,

John C. Clausen

ATTACHMENT #15

REPORT

NOMINATING COMMITTEE

November 13, 2000

For the information of the Senate, the Chancellor has made the following ex-officio appointments to the Senate's Standing Committees:

Curricula and Courses	Keith Barker
Enrollment	Dolan Evanovich
Faculty Standards	Ian Hart
Growth and Development	Karla Fox and Dana Wilder
Scholastic Standards	Margaret Jablonski and Susan Steele
Student Welfare	Herbertia Williams
University Budget	Dale Dreyfuss

Respectfully submitted,

Derek Allinson
Michael Cutlip
Hedley Freake
Judith Kelly
Bruce Stave
C. Ernesto Zirakzadeh, Chair

ATTACHMENT #16

**University Senate
Scholastic Standards Committee**

Report to the Senate, November 13, 2000

I. MOTION ON GRADE CHANGE POLICY

The Committee recommends the motion below.

Background for the Motion:

The current grade change policy at UCONN is a generally accepted “unwritten rule.” Several years ago, the Scholastic Standards Committee (SSC) was asked to propose a change in the by-laws which would codify a policy for grade changes. The resulting motion was approved by both the SSC and the Faculty Standards Committee.

Options and Analysis:

The proposed motion has several elements. (1) It explicitly grants responsibility for assigning grades to the instructor of the course. (2) It codifies those situations in which a grade change is appropriate. (3) It provides for a mechanism for changing the course grade if the instructor discovers the error. (4) It provides an appeal process for the student who feels that he or she received an incorrect grade. The appeal process has 3 steps (instructor, department head, faculty review panel), with only the faculty having the authority to change a grade.

Recommended Action:

Refer to page 46 of the University of Connecticut Laws and By-laws, Twelfth Edition, Revised (1995), Section II, E. Scholastic Standing.

- A. Insert a new number 2 section before the current 2. Undergraduate Marks section. Subsequent numbers in Section E, through the current 6. Reporting Grades would be increased by one.
2. Responsibility for the Academic Assessment of Students. The authority to determine a student’s grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements should be stated at the outset of the course.

[The new Sections II, E9 and 10, deal with cases in which mistakes have been made by the instructor in arriving at and reporting a final course grade, or cases in which a student wishes to contest a final course grade.]

- B. After the current item 7, which will become item 8, insert new items 9 and 10:

9. Changes of Course Grades

Grades are part of the student’s permanent record. Therefore they should never be changed for reasons unrelated to course requirements or quality of work. An instructor may neither accept additional work nor give additional examinations once the grade in the course has been submitted. Nevertheless, there can be

situations in which course grades may and ought to be changed. These comprise computational errors, clerical errors, and the discovery of overlooked components in a student's body of work.

In cases when the instructor of record concludes that a course grade ought to be changed, he or she determines a corrected grade and initiates the grade change process. The grade change must be approved by the head of the department offering the course (in departmentalized schools or colleges) and the dean of the school or college in which the course is taught in order to monitor grade changes and ensure that they are based only on the considerations mentioned above. If a grade change is approved, the dean will notify the instructor, student, and registrar in writing.

10. Appeals of Assigned Course Grades

[In the subsequent discussion in this section, the term "the dean of the school or college offering the course" should be substituted for "department head" when the grade in question is in a course offered in a non-departmentalized school or college.]

A student who believes that an error in grading has occurred may request a review by the instructor of record. If the instructor agrees that a change is justified, the instructor will initiate the grade change (according to the procedure in the previous section of these By-laws).

If a student requests a review of a course grade and the instructor believes that the original grade is correct, the student has 30 days to appeal the decision to the head of the department in which the course is taught. The department head will seek input from the instructor and the student. If this process results in agreement by the instructor that a grade change is justified, the instructor will initiate the grade change according to the procedure in paragraph 2 of section II, E9 of these By-Laws.

If the instructor and the department head agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has 10 days to request, through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel.

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel. This request shall be made within 10 days of completion of the department head's review.

The Faculty Grade Change Review Panel, hereafter referred to as the Faculty Review Panel, shall be composed of three full-time faculty members appointed by the dean of the school or college in which the course is taught. The Faculty Review Panel shall convene a hearing within 10 working days of notification of a case. Both the appealing student and the course instructor should be present at the hearing. The student will be afforded an opportunity to state the grounds on which he or she is appealing the grade. The instructor will be afforded the opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and/or request testimony of others. The Faculty Review Panel may request input from the department head.

If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the registrar a change of grade request signed by the all members of the Review Panel. The Review Panel will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within 10 working days of the decision. The decision of the Faculty Review Panel shall be considered final.

C. The current items 7 through 10 in Section II E would be increased by three making a total of thirteen rather than ten items in Section II E.

D. There is inconsistency in the terminology in Section II E.; sometimes the term "grades" is used and sometimes the term "marks" is used. We suggest that wherever in Section E. the words "mark" or "marks" are used, they be changed to "grade" or "grades".

II. FOR THE INFORMATION OF THE SENATE:

The Scholastic Standards Committee approved the appointment of the following to terms on the Honors Board of Associate Directors.

New Members

2000-2003

Robin H. Bogner, Associate Professor of Pharmaceutical Sciences, School of Pharmacy
Glenn Stanley, Professor of Music, School of Fine Arts

Continuing Members

1998-2001

Lawrence J. Gramling, Assistant Professor of Accounting, School of Business Administration
Richard M. Watnick, Associate Professor of Mathematics, Stamford Campus

1999-2002

Irene Q. Brown, Associate Professor of Family Studies, School of Family Studies
Richard M. Clark, Professor of Nutritional Sciences, School of Agriculture and Natural Resources
Scott M. Hasson, Professor of Physical Therapy, School of Allied Health
Judith A. Kelly, Professor of Molecular and Cell Biology, College of Liberal Arts and Sciences
Deborah McDonald, Associate Professor of Nursing, School of Nursing

2000-2003

John C. Bennett, Jr., Associate Professor of Mechanical Engineering, School of Engineering
Phillip L. Gould, Professor of Physics, College of Liberal Arts and Sciences
Daryl B. Harris, Associate Professor of Political Science, College of Liberal Arts and Sciences
Jonathan Hufstader, Associate Professor of English, College of Liberal Arts and Sciences
Sally Reis Renzulli, Professor of Educational Psychology, Neag School of Education

Respectfully submitted,

Irene Brown	Jane Knox
Michael Cutlip	Carl Maresh
Richard French	Gerald Murphy
Betty Hanson	Jason Purzycki
Kent Holsinger	Sally Reis
Jonathan Hufstader	Jeffrey von Munkwitz-Smith
Peggy Jablonski	Gerald Gianutsos, Chair

ATTACHMENT #17

CURRICULA AND COURSES COMMITTEE

Report to the Senate, November 13, 2000

I. 100-level courses

A. 100-level courses in ART.

The Committee recommends the following:

- **ART 111. Foundation: Studio Concepts.**
Approve request to add ART 111 as a new 100-level course.
Art 111: Foundation Studio Concepts.
Either semester, two 3-hour studio periods, 3 credits.
Introduction to key concepts and practice in art making.
- **ART 110. Foundation Studio I.**
- **ART 112. Three Dimensional Foundation.**
Approve request to drop these two 100-level courses. Replaced with ART 111.
- **ART 160. Basic Studio, Printmaking.**
- **ART 164. Basic Studio, Painting**
Approve request to add ART 111 as a prerequisite for each of these courses.
- **ART 163. Basic Studio, Sculpture.**
Approve request to change prerequisites:
Replace: ART 112 or consent of instructor
With: ART 111 and ART 130
- **ART 166. Basic Studio, Photography**
Approve request to add prerequisites: ART 111 and ART 130
of experimental data. The use of computers in experimental physics.

B. 100-Level Courses In Nursing

Approve request to add NURS 110, 111, and 112 as new 100-level courses.

- **NURS 110. Introduction to Health.**
NURS 110. Introduction to Health.
First semester. Three credits. Open to non-Nursing majors.
An interdisciplinary course that provides an introduction to the intrinsic and extrinsic factors that influence health. Includes approaches to health promotion and disease prevention, study of leading causes of illness, injury and death in a university community, and cultural practices and beliefs about health. Examples of topics covered include: sexuality and sexually transmitted diseases, assessment of genetic history, healing practices to enhance wellness.

- **NURS 111. Humanizing Health Care: Nursing's Past, Present, and Future.**
NURS 111. Humanizing Health Care: Nursing's Past, Present, and Future
Second semester. Three credits. Open to non-Nursing majors.
This course is designed to explore the history of health care in the United States as it relates to nursing. Historical imperatives, dealing with such issues as gender related constraints and other social, political, and economic factors will be identified. Both external and internal forces that shape the substance of nursing education, practice and research and reinforce its mission to society will be analyzed.
- **NURS 112. Health Care Delivery System.**
NURS 112. Health Care Delivery System.
First semester. Three credits.
An historical and contemporary exploration of the American health care delivery system: its evolution and development, legal and regulatory perspectives, roles of all providers and finances. A comparison with socialized health care will be made.

C. 100-Level Course in Biology.

Approve request to add BIOL 199 as a new 100-level course.

- **BIOL 199. Introduction to Biological Research**
Either semester. Credits not to exceed 3 and hours by arrangement; three laboratory hours for each credit. With a change in content this course may be repeated for credit. Required preparation: BIOL 107 or 108 and consent of instructor.
Internship in Biology research laboratories.
- D. The committee recommends the following changes in title and/or catalog description for existing 100-level courses.
- **EKIN 160. Courses in Lifetime Sports Program.**
Current copy: This course may be repeated once for credit.
Proposed copy: Repeatable with change of activity or change of level of activity. Not to exceed 02.00 credits.

II. Open to sophomores:

- A. The committee recommends that the following courses be approved as open to sophomores.
- **PHYS 258Z-259Z. Laboratory in Electricity, Magnetism, and Mechanics.**
 - **NURS 207. Clinical Science II.**
 - **NURS 221. Health Assessment Through the Lifespan.**
- B. The committee recommends the following courses maintain the open to sophomores designation following changes in title, prerequisites, or catalog description.
- **PNB 274-275. Enhanced Human Physiology and Anatomy.**

III. General Education (attached)

IV. Additional recommendations

A. "Prerequisites" for enrolling in a course.

1. The committee recommends that the Senate drop "required preparation" from the list of possible categories for "prerequisites" for courses:
Current categories: Prerequisite, Required Preparation, and Recommended Preparation.
Proposed categories: Prerequisite and Recommend Preparation
2. If IV-A -1 is passed, the committee recommends that the Senate grant a moratorium on the need for Senate approval for editorial changes in catalog copy that are made in keeping with changes in prerequisites related to dropping the option of Required Preparation. This moratorium is to apply only to changes for the 2001-2002 catalog.

V. For the information of the Senate

- A. The Senate Curricula and Courses Committee approved addition of the following skill designation:
 - **MCB2yyW. Human Disease and the Development of Therapeutic Agents.**
- B. The committee approved that the following course maintain a skill designation following changes in title, prerequisites, or catalog description:
 - **Physics 258Z-259Z. Laboratory in Electricity, Magnetism, and Mechanics.**

Respectfully submitted,

D. Allinson
K. Barker
L. Best
J. Clark
H. Frank
D. Hamilton
D. Hanink
C. Hattayer
P. Luh
R. Miller
P. Roberts
J. Silander
R. Tilton
K. von Hammerstein
A. Waller
G. English & J. Goldman, Co-Chairs

General Education: Group II - Expository Writing

In Spring 1999 the Senate approved a pilot program for freshman writing. Resources were made available for an evaluation of the program. Based on the evaluation of the pilot program and recommendation of the English Department the Curricula and Courses committee recommends the following:

- **Change in Group II requirements:**

Proposed requirement:

Academic Writing: All students must take English 110 or 111. Students with Advanced Placement English scores of 4 or 5 and students passing ENGL 250 will be exempted from the requirement.

Current requirement (see page 186 in the 2000-2001 Undergraduate Catalog):

Expository writing: All students must take English 105 and 109. ...Evaluative testing may exempt qualified students from the 105, 109 requirement. Students passing English 250 will also be exempted from the 105, 109 requirement.

- **Addition of new 100-level courses**

ENGL 110. Seminar in Academic Writing.

Either semester. Four credits. Not open to students who have passed ENGL 105. Students placed in ENGL 104 must pass that class before enrolling in ENGL 110.

Instruction in academic writing through interdisciplinary reading. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments and instruction on grammar, mechanics and style.

ENGL 111. Seminar in Writing through Literature.

Either semester. Four credits. Not open to students who have passed ENGL 109. Students placed in ENGL 104 must pass that class before enrolling in ENGL 111.

Instruction in academic writing through literary reading. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments and instruction on grammar, mechanics and style.

- **Changes in 100-Level Courses**

ENGL 104. Basic Writing.

Change from 3 credits to 2 credits. Sections will be reduced in size. Increased time for individualized instruction.

Proposed catalog copy:

Either semester. Two credits.

Development of the reading and writing skills essential to university work. Students placed in ENGL 104 must pass the course before electing ENGL 105, 110, or 111. Not open to students who have passed ENGL 105, 109, 110 or 111.

Current catalog copy:

Either semester. Three credits.

Development of essential skills in writing sentences. Based on test scores, students may be required to pass ENGL 104 before taking ENGL 105. This course may not fulfill the Group III Distribution requirement and may not be taken for credit if the student has passed ENGL 105.

- **ENGL 105. English Composition.**

Add: Not open to students who have passed ENGL 110.

- **ENGL 109. Literature and Composition.**

Add: Not open to students who have passed ENGL 111.

CURRICULA AND COURSES COMMITTEE