ATTACHMENT #18

Report of the Senate Executive Committee
for the December 2005 University Senate Meeting

The Senate Executive Committee has met once since the November 14th meeting of the University Senate.

On December 2nd the Senate Executive Committee met in closed session with President Austin. Afterwards the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. Topics of discussion included post registration changes in class schedules, housing for visiting scholars and graduate students, and requirements for double majors and dual degrees. Brief updates were given on the ongoing discussions regarding plagiarism, the language requirement, and the need for new faculty hires and enhancing faculty diversity.

The December 9th meeting of the Senate Executive Committee was cancelled consistent with the University closing due to snow. Some of the activities of our members that go beyond these formal meetings follow.

The November 29th dinner meeting of the Student Leadership Cabinet led by Dean Williams and others from Student Affairs, was joined by Senators Kendall and Polifroni for a timely discussion under the theme, “communication.” Topics included best practices for the dissemination of information to and among students and interest in meaningful dialogue among students, faculty, and administrators. With respect to announcement and sign postings, there seemed to be good agreement that several well-positioned kiosks would be invaluable. While financial and architectural complications can understandably delay any building project, one would hope we could support the installation of these kiosks in the very near future. Although not discussed with the students at that meeting, the student free speech area that was approved after considerable research by the Senate in February 2002 would provide another opportunity to enhance campus communication and the presentation of student views.

The Senate Executive Committee continues to work to enhance opportunities for dialogue among our Senate representatives to the Board of Trustees and the Trustees. Dr. Rowe, Chairman of the Board of Trustees, recently agreed to provide microphones for the Senate’s representatives so that they may exercise speaking privileges at the BOT committee meetings. Moreover, we are planning an informal meeting of the Trustees and our Senate representatives to the BOT committees so that we can become better acquainted and exchange ideas on issues. The planning efforts of Senators Caira, English, and Holsinger will ensure that this event will be enjoyable and worthwhile for all. Dr. Rowe has also requested that the Statement of the Senate Executive Committee on the recent University restructuring, presented to the Senate at its November 12 meeting, be presented at the Board of Trustees meeting on January 31st. Provost Nicholls is supportive of this participation.

The Senate Executive Committee wishes to announce undergraduate student, Aaron Burton has stepped down from the Senate Executive Committee due to a scheduling conflict between SEC meetings and his scheduled Pharmacy classes. R. Brooke Morrill, graduate student, will replace Senator Burton on the SEC effective immediately with a term ending June 30, 2006. The SEC wishes to thank Senator Burton for providing student insight on campus-wide issues and looks forward to working with Senator Morrill in the spring.

Respectfully submitted,
Debra Kendall
Chair, Senate Executive Committee
December 12, 2005
Motion to Explore the Use of Electronic Voting for University Senate Elections

Motion: The Ad Hoc Committee to Explore Computer Voting, with guidance of the Senate Executive Committee, will examine issues related to cost effectiveness, efficiency of the election process, voter response numbers, accuracy, confidentiality, and adherence to Senate by-laws. Feasibility assessment will require developing appropriate computer programs and conducting small pilot elections. A report of the findings will be presented to the Senate for approval prior to full implementation.

Background: Approximately 20-25 University Senate elections per year are currently carried out by paper ballot. Ballots are prepared by the Senate Office, mailed to voters’ campus addresses, and are counted by hand by appointed Tellers. A small sampling of other university Senate offices indicates about 50% currently use electronic voting systems. The College of Liberal Arts and Sciences at UConn also currently uses an electronic voting process to elect members to its Committee on Committees. Advantages of electronic voting can include increased voter turnout, authenticated ballots, lower costs, enhanced maintenance of confidentiality, and the elimination of invalid ballots.

The Senate Executive Committee supported the formation of an ad hoc committee to explore electronic voting. The committee, comprised of D. Kendall (SEC), T. Gifford (Senate Office), R. Vengroff (Political Science), and J. Marsden (Operations and Info Mgmt), discussed options for computer generated ballots, electronic voting, and ballot counting. J. Silander (EEB), who served as a Teller for the recently completed Faculty At-Large election, was also consulted. At this stage, the ad hoc committee needs to initiate some computer programming in order to continue development and evaluation.
Faculty Senate Diversity Briefing

by

Ronald Taylor, PhD
Vice Provost
Multicultural & International Affairs
December 12, 2005
Diversity Action Plan Progress Report 2005

- Diversity Progress Report “Focus on Equity and Excellence” will be released in January 2005 reporting on the Board of Trustees Accepted Diversity Action Plan 2005.
- 5-Year Plan
- 40% of Plan Either Complete or Under Development
- Several Major Projects Complete
- Report Also Presents Demographic Diversity Data for students, faculty, and staff
Diversity Progress Report 2005

Focus on Equity and Excellence:

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Figure 1.
Full-Time Minority Faculty Data  All Campuses
Not-Including the Health Center

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>Native American</th>
<th>Asian</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>27</td>
<td>0</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>2002</td>
<td>36</td>
<td>3</td>
<td>106</td>
<td>42</td>
</tr>
<tr>
<td>2003</td>
<td>36</td>
<td>3</td>
<td>109</td>
<td>38</td>
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<tr>
<td>2004</td>
<td>40</td>
<td>3</td>
<td>116</td>
<td>42</td>
</tr>
<tr>
<td>2005</td>
<td>45</td>
<td>3</td>
<td>115</td>
<td>46</td>
</tr>
</tbody>
</table>

All data provided by OIR Fall 2005.
Figure 2.
Percentage of Minority Faculty Trend Data 1975-2005

All data provided by OIR Fall 2005.
Figure 3. Percentage of Female Full-Time Faculty

All data provided by OIR Fall 2005.
## Figure 4.
Faculty Diversity In Comparative Context

<table>
<thead>
<tr>
<th>School</th>
<th>Percent Female</th>
<th>Percent Minority</th>
<th>Percent Underrepresented</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Massachusetts Amherst (2004-2005)</td>
<td>36.3%</td>
<td>12.5%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Louisiana State University (2004-2005)</td>
<td>32.9%</td>
<td>11.0%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Colorado State University (2004-2005)</td>
<td>28.8%</td>
<td>11.4%</td>
<td>5.4%</td>
</tr>
<tr>
<td>University of Texas at Austin (2004-2005)</td>
<td>35.2%</td>
<td>15.0%</td>
<td>7.6%</td>
</tr>
<tr>
<td>University of Wisconsin Madison (2004-2005)</td>
<td>26.9%</td>
<td>14.6%</td>
<td>6.2%</td>
</tr>
<tr>
<td>University of Michigan (2004-2005)</td>
<td>28%</td>
<td>20%</td>
<td>8.6%</td>
</tr>
<tr>
<td>University of Connecticut (Fall 2005)</td>
<td>34.6%</td>
<td>16.7%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Source: Data supplied by the Office of Institutional Research and Planning at each institution December 2005 through public access campus fact books.
Figure 5.
Total Number of Minority Administrators

All data provided by OIR Fall 2005.
Figure 6. Percentage of Women Administrators

All data provided by OIR Fall 2005.
Figure 7.
Freshman Minority Enrollment in 2004 & 2005

All data provided by OIR Fall 2005.
The Committee met four times during the calendar year (January 31, March 28, October 4, and November 28) to discuss issues relating to retention and graduation, the Center for Academic Programs, Admissions and attraction, retention and graduation of underrepresented students. The Committee invited several officials to share information about these issues and included: Dolan Evanovich, Vice Provost for Enrollment Management; Maria Martinez, The Director of Center For Academic Programs; Lee Melvin, Director, Undergraduate Admissions; and Ronald Taylor, Vice Provost for Multicultural & International Affairs.

Meeting of January 31, 2005
Report on Graduation and Retention, Dolan Evanovich, Vice Provost for Enrollment Management (and ex officio member of the Enrollment Committee). Statistics on graduation and retention were presented.

- Merit- and need-based aid to students increased from academic year 2002-03 to 2003-04.
- University support increased by over $3M.
- State support decreased by more than $300,000.
- There are anticipated cuts in federal programs.
- Tuition increases will likely continue.
- The Nutmeg Scholarship program has not met expectations relative to funding
- “Finish in Four” plan will be promoted beginning with fall 2005 freshmen orientation.
- Nationally, students graduate in 4.8 years compared with 4.4 years at the UConn.

March 28, 2005 Meeting
Report on The Center For Academic Programs, Maria Martinez. An overview of the program and details of each constitute parts were provided. The mission of the Center is to increase access to higher education for students from underrepresented ethnic or economic backgrounds and/or first-generation college students.

- The program consists of
  - Educational Talent Search (identifies talented middle-school students),
  - UConn Gear Up (“Gaining Early Awareness and Readiness for Undergraduate Programs” supports preparation for middle-school and some high school students for college),
  - Upward Bound/UConnCAP (available to select group of high school students to participate in a summer residency program at UConn),
  - Student Support Services (helps students to succeed in their educational program and graduate from UConn).
- Funding is provided by the University of Connecticut, Connecticut Department of Higher Education, and the U.S. Department of Education. The funding from the federal source is tenuous.
- Student Support Services works with about 800 students per year.
- The new location of the Center in the CUE building has greatly helped students in the program to adjust more readily to the UConn environment.
- Involvement with the FYE programs have helped.
Meeting of October 4, 2005:
Report of the Director of Freshman Admissions, Lee Melvin. He discussed data relating to the entering first-year class. In summary:
- The freshman enrollment goals and (actual) at Storrs and Regional campuses were 3200 (3260) and 1125 (986), respectively.
- The transfer enrollment goals and (actual) at Storrs and Regional campuses were 650 (636) and 200 (228), respectively.
- There was a 1.0% increase in applications for all campuses; 19,763 applications.
- There was a 76.6% increase in online applications; 9556 applications.
- Storrs campus average SAT scores increased from 1177 to 1189.
- Storrs campus average SAT scores have increased 76 points since 1996.
- Honors program freshman enrollment increased from 266 to 280.
- Freshman enrollment of minority students at Storrs campus increased from 545 to 650.
- The in-state to out-of-state ratio was 71.7% to 28.3%.
- Valedictorian and salutatorian enrollment increased to 95 to 112 from 95.
- Next year’s freshman enrollment goal is 3200 at Storrs.
- Next year’s valedictorians and salutatorians goal is 125.
- Regional campus administrators and the Admissions Department are beginning to market the regional campuses as four-year programs.
- UConn has relatively few international undergraduate students and is reviewing a plan to increase international enrollments.

Meeting of November 28, 2005:
Report of Ronald Taylor, Vice Provost for Multicultural & International Affairs. Dr. Taylor presented selected highlights from the Progress Report on Equity and Excellence: The implementation of the Diversity Action Plan 2002. Overall, nearly 40% of the Diversity Action Plan items have either begun or completed. The committee’s discussion focused on “Creating a Welcoming Environment,” and “Improving Recruitment and Retention of Students from Diverse Backgrounds.”
In summary:
- The numbers of historically underrepresented African American, Native American, and Latino/a students grew dramatically between 1986 and 1998.
- The numbers of historically underrepresented African American, Native American, and Latino/a students grew slightly 1998 and 2004.
- The retention and graduation rates for students of color at UConn are higher than the national average.
- The Cultural Centers have been very instrumental in the successful recruitment, retention and graduation of students of color.
- The Cultural Centers will be expected to play increasing important roles when they are all relocated in the new Student Union.
- Currently only the African American Cultural Center and the Rainbow Center are in the Student Union.
Committee members also discussed a wide range of activities in which the University Senate, faculty and staff members have contributed to a more supportive academic and co-curricular climate, programs and activities that can increase size of the pipeline of underrepresented individuals from middle school to graduate school, and the need to aggressively pursue private foundation support. In response to committee members’ inquiries about the University’s progress in increasing faculty and staff compositional diversity, members’ impressions were confirmed; diversifying the faculty is a difficult and long-term process. The percentage of University of Connecticut faculty members from underrepresented minority has not substantially improved in the last ten years. Overall, the percentage of women faculty members at the University has increased during the past ten years, although they remain underrepresented in several areas of the university.

Respectfully submitted

David Palmer, chair, fall 2005

Karl Guillard, chair, spring 2005

Committee Members: Spring 2005
Lynn Allchin, Dolan Evanovich (ex-officio), Trudy Flanery, Karl Guillard (Chair), Larry Hightower, Cynthia Jones, Douglas Kaufman, Robert McCarthy, Brenda Murphy, David Ouimette, Pamela Schipani, David Tiberio, Susana Ulloa-Beal.

Committee Members: Fall 2005
I. New 100s level courses.
A. The committee recommends approval of the following new 100-level courses:

1. MATH 104Q Introductory College Algebra and Mathematical Modeling
   Proposed Catalog Copy:
   Both semesters. Three credits. Five class periods. Not open for credit to students who have passed
   MATH 101, or any Q course. Strongly recommended as preparation for Q courses for students whose high
   school algebra needs reinforcement.
   The course emphasizes two components necessary for success in 100 level courses which employ
   mathematics. The first component consists of basic algebraic notions and their manipulations. The second
   component consists of the practice of solving multi-step problems from other disciplines, called
   mathematical modeling. The topics include: lines, systems of equations, polynomials, rational expressions,
   exponential and logarithmic functions. Students will engage in group projects in mathematical modeling.

2. MATH 135Q. Honors Calculus I
   Proposed Catalog Copy:
   First semester. Four credits. Prerequisite: Passing score on the Calculus Readiness Survey. Students
   cannot receive credit for MATH 135 and MATH 113, or 115, or 120. May be used to fulfill any requirement
   satisfied by MATH 115.
   (Honors Course) The subject matter of MATH 115 in greater depth, with emphasis on the underlying
   mathematical concepts.

3. MATH 136Q.  Honors Calculus II
   Proposed Catalog Copy:
   Both semesters. Four credits. Prerequisite: MATH 135 or advanced placement credit for calculus (a
   score of 4 or 5 on the calculus AB examination or a score of 3 on the Calculus BC examination) or consent
   of instructor.
   Students cannot receive credit for MATH 136 and MATH 114, or 116, or 121. May be used to fulfill any
   requirement satisfied by MATH 116.
   (Honors Course) The subject matter of MATH 116 in greater depth, with emphasis on the underlying
   mathematical concepts.

4. MUSI 143 Ear Training and Musicianship I
   Proposed Catalog Copy:
   First or second semester. One credit. Two one-hour periods devoted to the development of
   musicianship skills, including sight singing, rhythmic reading, melodic and harmonic dictation, and aural
   comprehension of musical structure. Open only with consent of instructor.

5. MUSI 144 Ear Training and Musicianship II
   Proposed Catalog Copy:
   First or second semester. One credit. Prerequisite MUSI 143 Two one-hour periods devoted to the
   continuing development of musicianship skills, including sight singing, rhythmic reading, melodic and
   harmonic dictation, and aural comprehension of musical structure.

6. PLSC 100 Orientation to Plant Science and Landscape Architecture
   Proposed Catalog Copy:
Proposed New Cat Copy: PLSC 100 Orientation to Plant Science and Landscape Architecture  First semester. 1 credit. One class period.
An introduction to programs, careers, and research in Plant Science and Landscape Architecture. Taught jointly with SAPL 0XX. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

II. Dropping 100 level courses:
The committee recommends dropping the following courses:
1. MATH 120Q, MATH 121Q Enhanced Calculus I, II

III. Special Topics course topic approved
None

IV. Change to existing C skill category course:
The committee recommends approving the following course change:
1. PLSC 259C. Soil Chemistry
   Existing copy:
   (Also offered as ENVE 259C.) First semester, alternate years (even). Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: CHEM 128 and 141. PLSC 250 is recommended. Schulthess
   Basic concepts of the physical chemistry of soil constituents. Topics include soil solution, soil atmosphere, soil organic matter, soil mineralogy, mineral surface characteristics and chemical weathering process.
   Proposed copy:
   PLSC 259C. Soil Chemistry Components. First semester, alternate years (even). Four credits. Three class periods and one 2-hour computer laboratory period. Prerequisites: CHEM 128 and 141. PLSC 251 and 252 are recommended. (Also offered as ENVE 259) Schulthess
   Basic concepts of the physical chemistry of soil constituents. Topics include soil atmospheres, soil solutions, soil organic matter, soil mineralogy, and surface characteristics and analysis.

V. Changes to existing 100s level courses:
The committee recommends the following changes to 100s level courses:
1. MATH 106Q. Calculus for Business and Economics Prerequisite change: Either semester. Three credits. (One credit for students who have passed MATH 113, 115, 120, or 135.) Recommended preparation: MATH 101, or 104 or the equivalent and MATH 105. Not open for credit to students who have passed MATH 118

2. MATH 107Q Elementary Mathematical Modeling Prerequisite change:
   Either semester. Three credits. Recommended preparation: MATH 101, or 104 or the equivalent. Not open to students who have passed any mathematics course other than MATH 101, 102, 103, 104, 105, or 108. This course and MATH 109 cannot both be taken for credit. This course should not be considered as adequate preparation for MATH 106, 112, 115, 120, or 135.

3. MATH 112Q Introductory Calculus 1 Prerequisite change:
   Either semester. Four credits. Four class periods. Recommended preparation: MATH 101, or 104 or the equivalent. Students cannot receive credit for MATH 112 and any of MATH 115, 120, or 135. Students who have not passed the Calculus Readiness Test take this course rather than MATH 115 or 120.

4. MATH 113Q Introductory Calculus 2  add MATH 135 to credit restriction list
5. **MATH 115Q and QC, MATH 116Q, and QC Calculus I, II** add MATH 135 to restriction list and other lists and MATH 136 in MATH 116 lists

6. **MUSI 145 Harmony I** change from 4 to 3 credits, change description  
   **Proposed Catalog Copy:**  
   First semester. Three credits. Three one-hour class periods. Open only with consent of instructor. Writing and analysis of tonal harmony; relation to melody and counterpoint.

7. **MUSI 146. Harmony II** change from 4 to 3 credits, change description  
   **Proposed Catalog Copy:**  
   Second semester. Three credits. Three one-hour class periods. Prerequisite: MUSI 146
   Continuation of MUSI 145.

VI. Changes to 200s level General Education Course:  
The committee recommends the following changes to a general education course in Content Area 4-International:  
   1. **ANTH 228 Australian Aborigines** title and description change, also new listing under HRTS  
      **Existing copy:**  
      An introduction to the study and understanding Aboriginal ways of life and thought. Social relations, modes of thought and belief that are particularly Aboriginal and which show continuity with the past. Notions of identity and the relationship of various indigenous communities to the non-Aboriginal population of Australia.  
      **Proposed copy:**  
      An introduction to the study and understanding of Aboriginal ways of life and thought. An exploration of the complexity of contemporary indigenous social orders and land rights issues.

VII. Changes to 200s level courses:  
The committee reports the following changes to 200s level courses:  
   1. **EEB 210 Animal Models and Human Evolution** open to sophomores

   2. **MATH 210Q. Multivariable Calculus** Prerequisite change:  
      Prerequisite: MATH 116, 121, or 136 or a score of 4 or 5 on the Advanced Placement Calculus BC exam. Recommended preparation: A grade of C- or better in MATH 116. Not open for credit to students who have passed MATH 220 or 230 or 245. Open to sophomores or higher.

   3. **MATH 211Q. Elementary Differential Equations** Prerequisite change:  
      Prerequisite: MATH 116, 121, 136 or 244. Recommended preparation: A grade of C- or better in MATH 116; and MATH 210, 220, or 230. Not open for credit to students who have passed MATH 221 or 246. Open to sophomores or higher.

   4. **MATH 220Q. Enhanced Multivariable Calculus** Drop “open to sophomores”

   5. **MATH 221Q. Enhanced Differential Equations** New title & prerequisite change  
      **MATH 221Q. Honors Differential Equations**  
      Prerequisite: MATH 136 or instructor consent Open to sophomores or higher. Not open to students
who have passed MATH 211 or 246. MATH 221 satisfies any requirement met by MATH 211, and provides superior preparation for prospective mathematics, science, and engineering majors.

(Honors Course)

6. **MATH 223Q Geometry** add MATH 135 and Math 244 to prerequisites

7. **MATH 227Q Applied Linear Algebra** add MATH 136 or MATH 244 to prerequisites and MATH 246 to credit restriction list

8. **MATH 230Q. Honors Multivariable Calculus** New course Both semesters. Four credits. Prerequisite: MATH 136 or advanced placement credit for one year of calculus (a score of 4 or 5 on the Calculus BC examination) or consent of instructor. Open to sophomores or higher. Not open to students who have passed MATH 210 or 245. May be used to fulfill any requirement satisfied by MATH 210 (Honors Course) The subject matter of MATH 210 in greater depth, with emphasis on the underlying mathematical concepts.

9. **MATH 242W. History of Mathematics** Prerequisite change: Prerequisite: Either (i) MATH 210 or 230; and 211, or (ii) 221 or 246; and ENGL 105 or 110 or 111 or 250.

10. **MATH 243Q-244Q. Advanced Calculus I, II** New courses Both semesters. 4 credits each semester. May be taken for honors credit but open to any qualified student. Open to sophomores or higher. Prerequisite: A year of calculus (that may include calculus taken in high school) or consent of instructor. MATH 243 may be used to fulfill any requirement satisfied by MATH 115 or 135. MATH 244 may be used to fulfill any requirement satisfied by MATH 116 or 136. A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.

11. **MATH 245Q-246Q. Advanced Calculus III, IV** New courses Both semesters. 4 credits each semester. May be taken for honors credit but open to any qualified student. Open to sophomores or higher. Prerequisite: Math 244 or consent of instructor. MATH 245 may be used to fulfill any requirement satisfied by MATH 210 or 230. MATH 246 may be used to fulfill any requirement satisfied by MATH 211 or 221. A rigorous treatment of more advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

12. **MATH 247Q-248Q. Fundamentals of Algebra and Geometry** Prerequisite change Prerequisite: PSYC 132 and three credits of Mathematics other than MATH 101. Not open for credit to students who have passed any of MATH 210, 211, 220, 230, or 245.

13. **JOUR 203 Literary Journalism** new course open to sophomores. Either semester. Three credits. Prerequisite: Journalism 102 or JOUR200w. May be taken concurrently with JOUR200w. Open to sophomores or higher. Worcester. Critical survey embracing the diverse voices of literary journalism from the 17th century through the 21st.
14. MUSI 243 Ear Training and Musicianship III  
**Proposed Catalog Copy:**  
First or second semester. One credit. Prerequisite MUSI 144 Two one-hour periods devoted to the continuing development of musicianship skills, including sight singing, rhythmic reading, melodic and harmonic dictation focusing on chromaticism, and aural comprehension of musical structure. Open to sophomores or higher.

15. MUSI 243 Ear Training and Musicianship IV  
**Proposed Catalog Copy:**  
First or second semester. One credit. Prerequisite MUSI 243 Two one-hour periods devoted to the continuing development of musicianship skills, including sight singing, rhythmic reading, melodic and harmonic dictation focusing on chromaticism, and aural comprehension of musical structure. Open to sophomores or higher.

16. MUSI 245. Harmony III  
**change from 4 to 3 credits, change description**  
**Proposed Catalog Copy:**  
First semester. Three credits. Three one-hour class periods. Prerequisite: MUSI 146 Open to sophomores or higher  
Continuation of MUSI 146.

17. MUSI 246. Harmony IV  
**change from 4 to 3 credits, change description**  
**Proposed Catalog Copy:**  
Second semester. Three credits. Three one-hour class periods. Prerequisite: MUSI 245 Open to sophomores or higher  
Continuation of MUSI 246

18. PLSC 245. Landscape Plant Maintenance  
**description changes**  
**Existing copy:**  
Second semester. Three credits. One three-hour class period. Taught jointly with SAPL 045. Not open for credit to graduate students.

Provides practical information on the planting and maintenance of trees and shrubs in the landscape. Includes learning how to plan landscape projects, install plant material and maintain the established landscape through proper pruning, mulching, irrigation, fertilization and other horticultural practices.  
**Proposed copy:**  
Second semester. Three credits. Two 2-hour lecture/discussion periods. Field trips required. Recommended preparation: BIOL 110. Open to sophomores or higher. Taught jointly with SAPL 045. Not open for credit to graduate students. Elliott


19. PLSC 255. Landscape Design Drawing  
**change in title, credits, description**  
**Existing copy:**  
First semester. Three credits. Three 2-hour studios. Open only with consent of instructor. Open to sophomores or higher. Schwab
An introductory drawing course aiming to introduce the landscape design student to the communication of ideas through sketches and presentation drawings. One-point and two-point perspective and isometric drawing techniques are taught. Various drawing media are used in a studio environment.

**Proposed copy:**

**PLSC 255. Landscape Architecture: Graphics I – Design Drawing**  
First semester. Four credits. Two class periods and two 2-hour studios. Open only with consent of instructor. Open to sophomores or higher. Schwab  
Knowledge and theory of graphic representation, exploration and development of design form. Introduction to basic design principles. Application of graphic & design theory through free-hand drawing in a studio environment. Abstraction and transformation of form emphasized.

20. PLSC 256. Landscape Design Communication change in title, credits, description  
**Existing copy:**  
Second semester. Three credits. Three 2-hour studios. Open only with consent of instructor. Open to sophomores or higher. Westa  
The presentation of landscape designs in plan form are covered through studio drawing assignments. The color rendering of plans, the making of cross-sections, elevations and models are studies in a studio environment.

**Proposed copy:**  
**PLSC 256. Landscape Architecture: Graphics II – Design Communication**  
Second semester. Four credits. Three class periods and three 1-hour studios. Open to Landscape Architecture majors only. Open to sophomores or higher. Prerequisite: PLSC 255. Miniutti

Knowledge and theory of visual perception and model making. Application of theory in the creation of various graphic products including plan, section, elevation, paraline and perspective drawings. Controlled free hand and computer methods in a studio environment.

21. PLSC 262. Landscape Design Fundamentals drop open to sophomores

22. PLSC 265. Intermediate Landscape Design I change title & description  
**Existing copy:**  
First semester. Four credits. One class period and two 3-hour studios. Prerequisite: PLSC 255, 262 and 275. PLSC 275 may be taken concurrently. Field trips required. Miniutti

The development of a design process utilizing small-scale design projects. A comprehensive investigation of site analysis methods is also covered.

**Proposed copy:**

**PLSC 265. Landscape Architecture: Design I – Site Analysis**  
Second semester. Five credits. Three class periods and three 2-hour studios. Open to sophomores or higher. Open to Landscape Architecture majors only. Prerequisites: PLSC 255 and PLSC 275. Field trips are required. Westa

Knowledge and theory of site design and site analysis. Dimensional requirements and appropriate relationships of site elements and systems. Collection and analysis of site data including legal, physical and cultural factors. Application in a variety of site design projects.

23. PLSC 275 Landscape Design change in description and title  
**Existing copy:**  
An introduction to landscape architecture: landscape history, natural and human factors; planning and design for parks, housing, urban spaces, etc.

**Proposed copy:**

**PLSC 275. Landscape Architecture: Theory I - The Cultural Landscape**
First semester. Two credits. Two class periods. Open to sophomores or higher. Miniutti
An introduction to the study of landscape architecture and related planning & design disciplines. Emphasis on understanding the political and social forces which influence development patterns in the United States.

24. PLSC 277. The Development of Landscapes change in title & description

Existing copy:
First semester. Three credits. Prerequisite: PLSC 275. Alexopoulos
The development of man-made landscapes through time and their influence on present styles and trends.

Proposed copy:
PLSC 277 Landscape Architecture: Theory II – Design History
Second semester. Three credits. Three class periods. Open to sophomores or higher. Prerequisite: PLSC 275. Alexopoulos
The development of designed landscapes is followed through time, emphasizing influences on current landscape architecture theory and practice.

D. New General Education courses forwarded from GEOC not covered above

The Curricula & Courses Committee moves that the University Senate approve the following courses for the General Education Curriculum:

A. GEOC recommends approval of the following courses for inclusion in Content Area 1 (Arts and Humanities):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1XXW</td>
<td>Anthropology Through Film</td>
</tr>
<tr>
<td>WS 121</td>
<td>Women in History (Already included in Gen Ed program as HIST 121)</td>
</tr>
<tr>
<td>HIST 280</td>
<td>Mexico in the Nineteenth and Twentieth Centuries</td>
</tr>
<tr>
<td>HIST 282</td>
<td>Latin America in the National Period</td>
</tr>
</tbody>
</table>

B. GEOC recommends approval of the following courses for inclusion in Content Area 4 (Diversity & Multiculturalism):

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<tr>
<td>ANTH 1XXW</td>
<td>Anthropology Through Film</td>
</tr>
<tr>
<td>GEOG 165</td>
<td>Globalization</td>
</tr>
<tr>
<td>HIST 280</td>
<td>Mexico in the Nineteenth and Twentieth Centuries</td>
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<td>NUSC 166</td>
<td>Food, Culture and Society</td>
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MAY be used to satisfy the “International” requirement:

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</table>

MAY NOT be used to satisfy the “International” requirement:

<table>
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<th>Course Code</th>
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<tr>
<td>AASI 221</td>
<td>Sociological Perspectives on Asian American Women</td>
</tr>
<tr>
<td>WS 121</td>
<td>Women in History (Already included in Gen Ed program as HIST 121)</td>
</tr>
<tr>
<td>HIST 2XXW</td>
<td>History of Las Americas: Race, Migration, and Nation</td>
</tr>
<tr>
<td>HRTS 236</td>
<td>White Racism (Already included in Gen Ed program as SOCI 236)</td>
</tr>
<tr>
<td>WS 246W</td>
<td>Psychology of Women (Already included in Gen Ed program as PSYC 246W)</td>
</tr>
</tbody>
</table>
C. GEOC recommends approval of the following courses for inclusion in the Q skill code:

- POLS 291Q  Quantitative Analysis in Political Science
- PP 221Q  Public Policy Research Models

D. GEOC recommends approval of the following courses for inclusion in the W skill code:

- ANTH 1XXW  Anthropology Through Film
- COMM 231W  Media Literacy and Criticism
- COMM 244W  Communication Law and Policy
- COMM 283W  Public Relations Writing
- OSH 221W  Trends in Environmental and Occupational Safety and Health
- WS 246W  Psychology of Women
  (Already included in Gen Ed program as PSYC 246W)

Respectfully submitted,
Laurie Best, Janice Clark, Anne D’Alleva, Michael Darre, Andrew DePalma, Richard French, Kathleen Labadorf, Steve Mlenak, Maria O’Donoghue, Shirley Roe, Peter Sacco, Eric Shultz, Robert Thorsen, Michelle Williams, Lynne Goodstein, Robert G. Jeffers (Chair)
For the information of the Senate:

S/U grading has been approved for PLSC100 - Orientation to Plant Science and Landscape Architecture (1 credit)