

# MINUTES

**Meeting Date:** March 19, 2012

**Time:** 12:00-1:30pm

**Place:** Dodd 162

*Voting members and alternates in attendance: Hedley Freake, Edith Barrett, Laura Burton, Eric Donkor, Larry Gramling, Richard Rockwell, and Jennifer Telford.*

*Ex officio members and alternates in attendance: Lynne Goodstein, Margaret Lamb, Maria Martinez, David Ouimette, and Marianne Buck.*

*Others in attendance: Paula Wilmot.*

## 1. Welcome.

## 2. Approval of minutes from the January 30, 2012 and February 20, 2012 meetings

**Dr. Eric Donkor moved to approve the minutes of the January 30, 2012 meeting. Dr. Edith Barrett seconded the motion.**

**Motion carried.**

**Dr. Richard Rockwell moved to approve the amended minutes of the February 20, 2012 meeting. Dr. Eric Donkor seconded the motion.**

**Motion carried.**

## 3. Announcements

There were no announcements

## 4. New Business

### 4.1. Program Reports

#### 4.1.a. INTD 1784 Freshman Honors Seminar, Honors Program

Dr. Lynne Goodstein, Director of the Honors Program, presented the INTD 1784 Freshman Honors Seminar report. INTD 1784 is a 1 credit course taught in the Fall semester to entering Honors freshman and it is taken by the vast majority of Honors students, between 95-98% of the entering freshman class. Originally approved in 1991, it has been taught in various iterations and is currently best described as a hybrid of INTD 1800, the University Learning Skills course, and INTD 1820, the Faculty/Student Seminar. It meets twice per week; instruction is divided between a faculty member or a staff member with a terminal degree, teaching an area of academic interest and Honors student facilitators who previously have taken the INTD 1784 course and are trained as peer facilitators via a 3 cr. EGEN course. The faculty/staff-led meetings are focused on academic discourse and introduce critical thinking, presentation skills, participatory active learning, and in-depth discussion. The student-facilitator-led meetings are focused on helping students acclimate to UConn and introducing college survival strategies; the objective of these sessions is to orient entering freshmen to

UConn and the Honors community. Further, because most entering Honors freshmen are housed together, the seminar course creates a micro-community within the larger Honors community.

The course is an important component of the Honors experience as it grounds new students in a micro-community while giving them access to faculty or staff scholars to help them begin to develop their own skills as student-scholars. It also gives students an opportunity to be exposed to particular fields; in some cases, the seminars serve as a gateway to a discipline. Although the students admitted to the Honors Program come to UConn having achieved a great deal, they experience many of the same transition issues as other students.

Dr. Edith Barrett asked whether the Honors Program expectation was that incoming Honors students would not take the INTD 1800 course. Dr. Lynne Goodstein replied that, yes, for the most part, students take either 1800 or 1784. However, she and other members clarified that while there is a similarity between 1800+1820 and 1784, the 1784 course is distinct.

Dr. Richard Rockwell inquired whether the Provost's proposal for the streamlining of credit hours across the university will affect this course as it meets longer than the standard 1 credit course; the proposal is currently at the Senate Scholastic Standards review level. He suggested raising the course to 2 credits. Dr. Lynne Goodstein responded that while it is only a 1 credit course, Honors students can use the course as equivalent to a 3 credit course toward their Sophomore Honors award. She suggested that this question be transmitted back to HBAD and the new Honors Program director for further consideration.

Dr. Eric Donkor inquired as to why the course is not required of all Honors students. Dr. Lynne Goodstein explained that this question was put to Senate Scholastic Standards and they advised against making INTD 1784 a requirement since the vast majority of students were taking the course anyway.

Dr. Edith Barrett asked if this course is offered at any of the regional campuses. Dr. Lynne Goldstein replied that as of now, no. The only regional campus on which an Honors Program is offered is Stamford, but there is some effort to offer an Honors Scholar program at the Avery Point campus.

**Dr. Jennifer Telford moved to approve the INTD 1784 program report. Dr. Eric Donkor seconded the motion.**

**Motion carried.**

#### **4.2.** Annual Report

A draft of the INTD Annual Report was circulated. Chair Hedley Freake noted that he would request that the report be presented before the Senate Scholastic Standards' report which will include the UICC request for the creation of the UNIV designation.

#### **5. Old Business**

**5.1.** Current INTD courses without departments

As discussed at previous meetings, there are a range of courses that do not belong to any one program, like special topics courses.

One member asked whether, with the creation of the UNIV designation, the current slate of courses without departments would need to be duplicated to create UNIV versions. Chair Hedley Freake noted that we can duplicate the courses and, if we find that some courses are not used, we can let them lapse.

Another member noted that it would be helpful to have Study Abroad course options that are Sat./Unsat.; currently, there are 2 INTD courses, 1993 and 3993, used for Study Abroad, both letter-graded.

Chair Hedley Freake asked whether any schools or colleges place credit restrictions on INTD special topics courses, as is referenced in some existing INTD course catalog descriptions. Dr. Margaret Lamb replied that this has been discussed by some schools, but never implemented. Chair Hedley Freake recommended the removal of this language from individual catalog descriptions and that language be added to the UNIV designation preamble.

Dr. Richard Rockwell stated that CLAS C&CC practice for special topics course review is very different than that of the UICC. In CLAS, the first review is the most cursory, with each subsequent review needing more justification. Chair Hedley Freake responded that the UICC is tending to move in that direction as well, where the end result of a proposal is the creation of a permanent course.

Meeting adjourned at 1:32pm.

Respectfully submitted,  
Anabel Perez  
IISP Administrator