

College of Liberal Arts and Sciences, Committee on Curricula and Courses, Agenda April 10th, 2012

Selection of the secretary

Minutes of the meeting of March 20th, 2012

Report of the Chair:

- Proposals approved by the Chair before the meeting
- Proposals from prior meetings for reconsideration
- New proposals submitted for consideration

Reports of committees

Old business:

New business:

Adjournment until April 24th

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Proposals Approved by the Chair before the meeting

2012-036 Special Topics CAMS 3995 The Hellenistic World

Proposal to offer a new or continuing 'Special Topics' course .

1. Date of this proposal: April 3, 2012
2. Semester and year this xx95 course will be offered: Fall 2012
3. Department: Literatures, Cultures & Languages
4. Course number and Title proposed: CAMS 3295, The Hellenistic World
5. Number of Credits: 3
6. Instructor: Sara R. Johnson
7. Instructor's position: Associate Professor
8. Has this topic been offered before? yes
 If yes, when? Fall 2008 and Fall 2010
9. Is this a () 1st-time, () 2nd-time, (x) 3rd-time request to offer this topic?

10. Short description:

This course will serve as an overview of the Greek east from Alexander to Cleopatra (336-30 BC). After establishing a chronological framework (Alexander's conquests, the struggle of the successors, and the division of the eastern Mediterranean into competing kingdoms), the course will proceed thematically, examining various aspects of the Hellenistic world (philosophy, literature, religion, economic developments, art, etc). The course will conclude by examining the rise of Rome and its impact on the Hellenistic kingdoms, culminating in the defeat of the last of the Hellenistic monarchs, Cleopatra, at the battle of Actium. Requirements will include a midterm, final and research paper.

11. Please attach a sample/draft syllabus to first-time proposals.
I am attaching a PDF of the syllabus I used the last time I piloted the course in Fall 2010.

12. Comments, if comment is called for:

13. Dates approved by : Department Curriculum Committee: Department Faculty:

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

Sara R. Johnson; 860-289-8897; sara.johnson@uconn.edu

Syllabus: CAMS 3295: The Hellenistic World

Required Texts

Green, Alexander to Actium

Austin, The Hellenistic World (sourcebook)

Arrian, The Campaigns of Alexander (Penguin)

Plutarch, Age of Alexander (Penguin)

Polybius, The Rise of the Roman Empire (Penguin)

This course will serve as an overview of the Greek east from Alexander to Cleopatra (336-30 BC). After establishing a chronological framework (Alexander's conquests, the struggle of the successors, and the division of the eastern Mediterranean into competing kingdoms), the course will proceed thematically, examining various aspects of the Hellenistic world (philosophy, literature, religion, economic developments, art, etc). The course will conclude by examining the rise of Rome and its impact on the Hellenistic kingdoms, culminating in the defeat of the last of the Hellenistic monarchs, Cleopatra, at the battle of Actium. Requirements will include a midterm, final and an annotated bibliography in lieu of a research paper.

Course Requirements

Class participation 25%; Midterm 25%; Annotated Bibliography 25%; Final 25%

Schedule of Topics and Readings

Introduction

Alexander the World-Conqueror

Arrian, pp. 41-42 (I.1), 54-76 (I.7-16), 104-114 (II.3-7), 119-129 (II.11-15), 148-164 (III.1-10), 170-186 (III.15-22)

- Plutarch, Alexander 1-43
- Alexander the Despot?
 Arrian, pp. 191-193 (III.26-27), 212-227 (IV.7-14), 291-300 (V.25-29), 330-347 (VI.21-30)
 Plutarch, Alexander 43-67
- Alexander's Last Plans
 Arrian, pp. 348-398 (VII, all)
 Plutarch, Alexander, 68-77
 Austin, #21, 22, 25
- The Age of the Successors (323-316): A Question of Legitimacy
 Green, Chapter 1 (pp. 3-20)
 *Diodorus XVIII.2-4, 14, 16, 22-25, 28-37, 48-49, 54-57; XIX.11, 35-36, 49-52
 Austin, #26, 28, 30
- The Age of the Successors (316-301): Antigonus the One-Eyed
 Green, Chapter 2 (pp. 21-35)
 *Diodorus, XIX.55-62, 80-86, 90-92, 105; XX.45-53, 106-113
 Austin, #38, 39, 50
- The Age of the Successors (301-276): The Passing of the Old Order
 Green, Chapter 8 (pp. 119-134)
 Plutarch, Demetrius, 1-7, 15-22, 28-32, 35-53
 Austin, #56, 57, 59
- Hellenistic Athens: Demetrius of Phalerum
 Green, Chapter 3 (pp. 36-51)
 Plutarch, Demetrius 7-14, 23-27, 33-34, 46
 Austin, #28, 32, 54, 55
- Macedonia & Greece in the 3rd Century
 Green, Chapter 9 (pp. 137-54); pp. 198-200
 Plutarch, Pyrrhus 1-12, 26-34
 Austin, #68-71
- Sparta and the Federal Leagues
 Green, Chapter 16 (pp. 248-65)
 Austin, #68-71 (review)
- Ptolemaic Egypt in its Golden Age
 Green, pp. 155-160, 187-194
 Austin, #256, 258, 274, 300, 302
- The Seleucid Kingdom in the 3rd Century
 Green, pp. 160-170, 194-198
 Austin, #159, 163, 170, 175, 177, 266, 268
- The Greeks of Sicily
 Green, Chapter 14 (pp. 216-232)
 *Diodorus, XIX, 1-9, 65, 70-71, 102-104, 107-110; XX, 3-18, 29-34, 38-44, 54-72, 101
 Plutarch, Timoleon
- The Problem of Hellenization
 Green, Chapter 19 (pp. 312-335)
 Austin, #137, 143-145, 307, 312
- Economy of the Hellenistic World
 Green, Chapter 21 (pp. 362-381)
 Austin, #101-104, 122, 135, 297
- Hellenistic Philosophy
 Green, Chs. 4, 34-36 (pp. 52-64, 602-646)
 *Diogenes Laertius, Lives of the Philosophers: "Diogenes", "Epicurus", "Zeno"
- Religion and Ruler Worship
 Green, Chapter 23 (pp. 396-413)
 Austin, #39, 43, 46, 256, 300
- Review, **MIDTERM**
- Literature and Learning of Alexandria
 Green, Chs. 6, 15 (pp. 80-91, 233-243)

*Theocritus, Idylls, 1, 2, 5, 7, 8, 10, 12, 14, 15, 16, 17, 21, 23, 27, 29, 30

Callimachus and Apollonius: Battle of the Books

Green, pp. 179-183, 201-215

*Apollonius, The Voyage of the Argo, III-IV

*Callimachus, Hymns, I, IV, V, VI

*Callimachus, Epigrams, 2, 5, 6, 11, 15, 22, 30, 52, 59, 64

*Callimachus, Fragments, Lock of Berenike, Hekale, Deification of Arsinoe

Preliminary book list for annotated bibliography due

Artistic Patronage, Pomp and Propaganda

Green, Chapter 20, 32 (pp. 336-361, 566-585)

*Diodorus, XVIII 26-27

Polybius & Hellenistic Historiography

Green, Chapter 17 (pp. 269-285)

Polybius, I.1-15; XII.3-28a; XV.36

The Crossroads of Hellenistic History

Green, pp. 286-301

Polybius V.34-49, 101-105; VII.11-14; VIII.8-12

Austin, #75, 187

The Origins of Roman Involvement in the East

Green, pp. 301-309

Polybius, II.2-12; III.18-19; VII.9; XV.20, 26-35

Austin, #77, 79, 80, 192

Rome and the Hellenistic Monarchies (200-188 BC)

Green, pp. 309-311, 414-423

Polybius, XVIII.1-12, 44-46

Austin, #195-197

Tradition and Change: the Interplay of Rome and Greece (188-168 BC)

Green, pp. 423-432

Polybius, XXIV.11-13

Austin, #87, 89, 90, 92, 93, 208

The Hellenistic Polis

Green, pp. 196-198, 587

Austin, #109, 113-115, 119-121, 132, 152, 153

Hellenistic Science, Technology & Medicine

Green, Chapter 26-28 (pp. 453-496)

First draft of annotated bibliography due

Individual and Society

Green, Ch. 22 (pp. 382-395)

Hellenism and the Jews

Green, Chapter 29 (pp. 497-524)

*I Maccabees, 1-9, 12-16

*II Maccabees, 3-6, 8-11

Austin, #214, 215

Twilight of the Ptolemies and Seleucids

Green, pp. 533-544

Polybius, XXXI.11-15

Austin, #218-220, 286, 288, 289

Rome, Greece, and Asia Minor (167-129 BC)

Green, pp. 435-452, 525-533

Austin, #96, 98-100, 239, 244, 248-251

Roman Imperialism: the Greek View

Polybius, I.1-6, 12, 37, 63-64; VI.50, 57; X.36; XV.9-10; XXIV.11-13; XXXI.25; XXXVI.9, 17

The End of Greek Freedom

Green, pp. 547-565, 647-661

*Appian, Mithridatic Wars, 10-23, 28-38, 46-48, 56-63, 67-71, 79-86, 90-91, 97-113

Cleopatra: Last of the Hellenistic Rulers; Green, pp. 661-682

2012-037 Special Topics MARN 3995: Coastal and Estuarine Chemistry

1. Date of this proposal: March 27, 2012
2. Semester and year course will be offered: Fall 2012
3. Department: Marine Sciences
4. Course number and proposed title: Coastal and Estuarine Chemistry MARN XX95
5. Number of credits: 3
6. Instructor: Robert Mason
7. Instructor's position: Professor of Marine Sciences and Chemistry
8. Has this topic been offered before: No
9. First time the course will be offered

10. Short Description:

The course would cover basic aspects of the chemistry of coastal systems, with a focus on estuaries and the coastal zone. The course will the interaction of coastal waters with the ocean and with the terrestrial environment (via river and groundwater inputs). Exchange across the air-water and water-sediment interfaces will be discussed. Sediment chemistry will also be considered. Focus will be on the major constituents, as well as nutrients, metals and organic compounds, and will examine the importance of physical and biological processes on chemical distributions. The impact of anthropogenic inputs and climate change on coastal waters will also be discussed.

11. Draft syllabus: In the outline as presented, each topic would occupy about a week of lectures. There would also be a mid-term and final exam. One or two classes would be dedicated to a presentation of a research topic by each student or groups of students. There would also be a research paper for the class, due at the end of the semester.

The proposed text is *Biogeochemistry of Estuaries* by T.S. Bianchi

Prerequisites: Two semesters of chemistry, one of biology and physics and MARN 3001. MARN 3001 could be taken concurrently.

Brief Course Outline:

1. Introduction: Importance of the coastal zone. Human impacts and management of the coastal zone. Overview of element cycling in coastal environments.
2. Overall System Dynamics: The importance of the watershed inputs. Point source and non-point source inputs. The atmospheric imprint. Hydrology of coastal environments. Surface water mixing and circulation. Importance of groundwater exchange. Exchange with the open ocean.
3. Mixing and export: Conservative and non-conservative mixing in estuaries. Changes in chemistry of dissolved constituents (major ions, nutrients, selected metals and organic matter) across the salinity gradient. Fate of particulate matter. Net transport of chemicals through the estuary. Flux of chemicals to the open ocean.
4. Biogeochemistry of Coastal Waters/Eutrophication: Primary productivity and respiration. Concept of limiting nutrients. Comparison of sources. Management options for controlling sources. Focus on nitrogen cycling.
5. Sediment-water exchange: Sedimentation, resuspension and exchange of dissolved chemicals across the water-sediment interface. Fluxes and flux estimation methods. Focus on carbon, nitrogen, oxygen, Fe, Mn, DOC.
6. Sediment Diagenesis: Diagenesis and redox chemistry. Reactions and energetic of organic matter decomposition. Balancing redox equations. Formation and dissolution of carbonate, oxides and sulfides.

7. Sediment Biogeochemical Cycles: The biogeochemistry of Fe, Mn and sulfur in coastal systems. Role of Fe in cycling of P, As and other elements. Role of F/Mn and sulfate reduction in cycling of trace metals. Interaction of metals, metalloids and organics with inorganic and organic particles.
8. Atmospheric Inputs and Air-water Exchange: The importance of atmospheric inputs to coastal waters. Exchange of gases and the driving mechanisms. Exchange of CO₂ and other important gases.
9. Organic Chemistry: Sources and cycling of dissolved and particulate organic carbon in coastal waters. Classes of organic matter, including anthropogenic organic compounds.
10. Metals: Cycling of important trace metals in coastal ecosystems: both toxic metals (mercury, lead and copper) and trace nutrients (iron, zinc). Microbial transformation of metals (methylation, redox chemistry).
11. Historical Perspectives and Climate Change: Impact of anthropogenic inputs and human impacts in the watershed. Examination of historical contamination. Dating of sediments and other records of past activities. Discussion of future impacts.
12. Review/Special topics
12. Comments: None
- 13: Dates approved by: Department Curriculum Committee:
 Department Faculty:
- 14: Name, contact information of principal contact: Robert Mason, 860-4059129;
robert.mason@uconn.edu

Proposals for reconsideration

2012-019 Change capstone and CHEM concentration in Environmental Science Major

This was postponed from the last meeting, and some further changes have been made since the last meeting to the CHEM concentration requirements.

1. Date: 2/1/2012
2. Department requesting this change: Environmental Science
3. Title of Major: Environmental Science
4. Nature of Change:
 1. Change the capstone course from GEOG 3320W to NRE 4000W.
 2. Change the Math sequence requirement from MATH 1120Q, 1121Q, & 1122Q, or MATH 1125Q, 1126Q, & 1131Q or 1131Q & 1132Q; to MATH 1125Q, 1126Q, & 1132Q or 1131Q & 1132Q.
 3. Change CHEM concentration to add a second choice of sequence for organic chem. (CHEM 2241, 2242) and the new CHEM 4370/71 environmental CHEM courses.

5. Existing catalog Description of the Major:

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

A. Required courses in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q; MATH 1120Q, 1121Q, 1122Q or 1131Q, 1132Q; PHYS 1201Q, 1202Q or 1401Q, 1402Q ; STAT 1000Q, or 1100Q or 3025Q

B. Required Courses in Introductory Environmental Science: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.

C. Required Courses in 2000-level or above in Environmental Science: AH 3175, EEB 2244 or 2244W, GSCI 3020, MARN 3000, NRE 3145

D. Capstone course: GEOG 3320W

E. General Education competency requirements: Completion of GEOG 3320W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.

F. Concentration requirements. All students majoring in Environmental Science must also fulfill

the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below.

Environmental Biology - Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups: Group I -- Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II -- Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276

Group III -- Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

Environmental Chemistry - Students must complete at least 15 credits including CHEM 2443, 2444, 2445 or 2446, and 3332, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; or CHEM 5370.

Environmental Geography - Students must complete: GEOG 3510 or 4500; and at least four of: GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience - Students must complete five courses from the following list with at least two courses from each group:

Group I. GSCI 3010, 3030, 3040

Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735 **Marine Science** - Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010

Group B: MARN 3003Q, 3030, 4030W, 4050

Group C: MARN 3060, 3061, 4060

Environmental Science also offers the following concentrations through the College of Agriculture and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the Environmental Science description in the "College of Agriculture and Natural Resources" section of this Catalog.

6. Proposed catalog Description of the Major:

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

A. Required courses in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q,

1125Q, 1126Q or 1127Q, 1128Q; MATH 1125Q, 1126Q, 1132Q, or 1131Q, 1132Q; PHYS 1201Q, 1202Q or 1401Q, 1402Q ; STAT 1000Q, or 1100Q or 3025Q

B. Required Courses in Introductory Environmental Science: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.

C. Required Courses in 2000-level or above in Environmental Science: AH 3175, EEB 2244 or 2244W, GSCI 3020, MARN 3000, NRE 3145

D. Capstone course: NRE 4000W

E. General Education competency requirements: Completion of NRE 4000W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.

F. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below.

Environmental Biology - Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups: Group I -- Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II -- Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276

Group III -- Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

Environmental Chemistry - Students must complete at least 15 credits including CHEM 2443, 2444, 2445 or 2446; or CHEM 2241, 2242; and 3332, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; CHEM 4370, CHEM 4371.

Environmental Geography - Students must complete: GEOG 3510 or 4500; and at least four of: GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience - Students must complete five courses from the following list with at least two courses from each group:

Group I. GSCI 3010, 3030, 3040

Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735 **Marine Sciences** - Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010

Group B: MARN 3003Q, 3030, 4030W, 4050

Group C: MARN 3060, 3061, 4060

Environmental Science also offers the following concentrations through the College of Agriculture and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the Environmental Science description in the "College of Agriculture and Natural Resources" section of this Catalog.

7. Effective Date (semester, year -- see Note R): Fall 2012

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required?

1. The associate professor in Geography who previously taught the GEOG 3320W capstone course left the University. Although the course is still offered, the content and emphasis of the course has changed. These changes no longer serve as a capstone course for the Environmental Science students. The NRE 4000W course better suits Environmental Science students as a capstone course. For current students under previous catalog requirements for the capstone, NRE 4000W will be substituted for GEOG 3320W.

2. The MATH 1120Q, 1121Q, 1122Q sequence has not been offered since Fall 2009. A substitution will be made for students that have previously taken the MATH 1120Q, 1121Q, 1122Q sequence.

3. The addition of a two semester organic chem. sequence, CHEM 2241, 2242, allows students to have more flexibility to choose the Physical CHEM and the new environmental CHEM courses (CHEM 4370/71). The latter classes replace the previous graduate class CHEM 5370 which is still taught concurrently.

2. What is the impact on students?

There will be no impact on students.

3. What is the impact on regional campuses?

There will be no impact on students.

4. Dates approved by (see Note Q): 11/13/2009

Environmental Science Advisory Committee, and Dept. Faculty: Environmental Science

5. Name, Phone Number, and e-mail address of principal contact person: Tim Byrne (faculty) 486-8144 tim.byrne@uconn.edu or Sara Tremblay 486-5218 sara.tremblay@uconn.edu

2012-023 Add course MCB 6000 Rotations in MCB laboratories (description revised)

1. Date: 2/21/2012
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Fall 2012

Final catalog Listing (see Note A):**†MCB 6000 Rotations in MCB laboratories**

1 credit. Laboratory. Open only to students in MCB graduate programs with permission of the instructor. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Provides entering graduate students with experience in three different laboratory settings during the first semester of graduate studies to assist with the selection of a research theme for their degree. Students are expected to participate in laboratory meetings, journal clubs, benchwork, and other activities as defined by each of three host faculty members. Grading will be based on an aggregate of the performance in each of the host laboratories. Preference is given to students in the MCB doctoral program.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): MCB
2. Course Number (see Note B): 6000

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? ___ Yes X No

3. Course Title: Introduction to MCB laboratory research

4. Course description (if appropriate -- see Note K):

Rotation program for entering doctoral students to introduce them to research opportunities in the department.

5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 1

6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")

___ Lecture; X Laboratory; ___ Seminar; ___ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): None
8. Recommended Preparation, if applicable (see Note G): None
9. Consent of Instructor, if applicable (see Note T): Yes
10. Exclusions, if applicable (see Note H): Only graduate students in MCB programs may register.
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X): S/U (Graduate Faculty Council Executive Committee permission pending)

Justification

1. Reasons for adding this course: (see Note L) :
MCB has recently added a rotation requirement for all entering doctoral students to

efficiently disseminate information related to a student's specific academic and research goals for their dissertation research. In the initial administration of this course, students were assigned to MCB 5895 ("Independent Study"). Because this course is used as a graded course, the assignment of S/U for MCB 5895 is not possible in a single section. Thus, it is administratively necessary to create a new course.

The rotation course is one that is designed with several goals in mind: (1) to encourage students to be adventuresome in their selection of labs in which to do a rotation, (2) to encourage the faculty to provide a realistic view of research opportunities in that laboratory, and (3) to assess the students' "fit" with each potential host laboratory. Since this course is designed to match students with faculty in the first semester of their graduate career, it must also accommodate a diverse range of student preparation. Moreover, the course must allow for a broad range of expectations by the faculty (for example, some of our students must be facile with calculus to approach some of the structural biology studies, and others will never use calculus in their professional career). Rating two categories of performance, S/U, is more appropriate than parsing rating into five categories. S/U grading better accommodates the diverse goals of course, the students' varied backgrounds, and the faculty labs' different needs.

2. Academic Merit (see Note L):

- At the beginning of the fall semester all newly enrolled Ph.D. students will be oriented to the research opportunities in the MCB department with a series of lectures by the faculty, by a departmental retreat, and by a series of lectures given to the department by more advanced graduate students. Using all of these forms of information students will choose 3 alternative host laboratory groups that most closely match their own research goals. After a matching of students with host laboratories has been done, students will join the assigned laboratory for the first of three laboratory rotations. During this interval, they will learn both about the practical aspects of work in that group (i.e. useful technologies and relevant literature) and will also identify specific research projects that could become the theme of their dissertation research. At two subsequent intervals, the process of matching students with host laboratories will be repeated. At the conclusion of the semester, the host faculty will assign grades, and the student performance will be averaged.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 20-25

5. Number and Size of Section: one section

6. Effects on Other Departments (see Note N): None

7. Staffing (see Note P): Prof. Lynes

8. Dates approved by (see Note Q):

Department Curriculum Committee: Feb. 24, 2012/March 23, 2012

Department Faculty: Feb. 24, 2012/March 23, 2012

9. Name, Phone Number, and e-mail address of principal contact person: Michael Lynes 6-4350 michael.lynes@uconn.edu MCB C&C: Kenneth Noll, 6-4688

Proposals for Consideration

2012-029 Change title and description of MARN 4060

1. Date: 10/20/11
2. Department: Marine Sciences
3. Nature of Proposed Change: Course title and description change

4. Current Catalog Copy:

4060. Descriptive Physical Oceanography

(270) Three credits. Prerequisite: [PHYS 1202](#), [1402](#), [1502](#), or [1602](#); [MATH 1122](#) or [1132](#).
Whitney

Ocean basin characteristics, properties of sea water, distribution of water masses, oceanic and atmospheric circulation, waves, tides, near-shore circulation, methods and instrumentation.

5. Proposed Catalog Copy:

(see information in the "add a course" form if you have any questions regarding specific items.)

4060. Physical Oceanography

(270) Three credits. Prerequisite: [PHYS 1202](#), [1402](#), [1502](#), or [1602](#); [MATH 1122](#) or [1132](#).
Whitney

Overview of physical properties and dynamics influencing the oceans and coastal waters. Descriptions of global water property distributions, surface mixed layer, pycnocline, surface heat fluxes, and major ocean currents. Introduction to dynamics of ocean circulation, waves, tides, and coastal circulation.

6. Effective Date (semester, year -- see [Note R](#)):

Justification

1. Reasons for changing this course:

The title and course description have been changed to match the graduate course MARN 5065 that is taught concurrently with MARN 4060. The undergraduate students in MARN 4060 and graduate students in MARN 5065 attend the same lectures. The content presented is the same for undergraduates and graduates, but the graduate students are expected to complete additional assignments and additional questions on tests. The department is updating all undergraduate/graduate combinations so that the course titles and descriptions match perfectly.

2. Effect on Department's Curriculum: None. The course content will remain the same.
3. Other Departments Consulted (see [Note N](#)): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: Same as before. Whitney is the course instructor.
7. Dates approved by (see [Note Q](#)): Department Curriculum Committee: Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person:
Mike Whitney, Assist. Prof., Marine Sciences, 860-405-9157, Michael.whitney@uconn.edu

2012-030 Change African American Studies Minor

1. Date: March 23,2012
2. Department requesting this change: African American Studies
3. Title of Minor: African American Studies
4. Nature of Change: Adding AFAM/POLS/PP 30XX course to "Group B" of the minor

5. Existing catalog Description of the Minor:

This minor provides an interdisciplinary study of African people on the continent and Diaspora through the humanities, social sciences and the arts, with particular emphasis on African Americans. Its broad educational objectives are to engender among all students an intellectual appreciation of black life, to encourage students to develop critical and analytical skills, as well as to appreciate ideals of equality, democracy and humane values.

The requirements include 15 credit hours selected from the following:

- a) [AFAM 3211](#) (Introduction to African American Studies)
- b) One course each from groups A, B, and C
- c) One additional course from any of groups A, B, or C; or [AFAM 3295](#)

Group A - History

[AFAM 3224](#); [AFAM/HIST 3564, 3568, 3620, 3752, 3753](#); [AFAM/HIST/HRTS 3563](#)

Group B - Social and Political Inquiry

[AFAM/ANTH 3025, 3152](#); [AFAM/HRTS/SOCI 3505, 3825](#); [AFAM/POLS 3252, 3642, 3647](#); [AFAM/POLS/WS 3652](#); [AFAM/PSYC 3106](#); [AFAM/SOCI 3501, 3703](#); HDFS 3422,

Group C - Literature and the Arts

[AFAM/ENGL 3214W, 3216W](#); [AFAM/FINA 1100](#); [AFAM/DRAM 3131/W](#); [MUSI 3611](#)

6. Proposed catalog Description of the Minor:

This minor provides an interdisciplinary study of African people on the continent and Diaspora through the humanities, social sciences and the arts, with particular emphasis on African Americans. Its broad educational objectives are to engender among all students an intellectual appreciation of black life, to encourage students to develop critical and analytical skills, as well as to appreciate ideals of equality, democracy and humane values.

The requirements include 15 credit hours selected from the following:

- a) [AFAM 3211](#) (Introduction to African American Studies)
- b) One course each from groups A, B, and C
- c) One additional course from any of groups A, B, or C; or [AFAM 3295](#)

Group A - History

[AFAM 3224](#); [AFAM/HIST 3564, 3568, 3620, 3752, 3753](#); [AFAM/HIST/HRTS 3563](#)

Group B - Social and Political Inquiry

[AFAM/ANTH 3025, 3152](#); [AFAM/HRTS/SOCI 3505, 3825](#); [AFAM/POLS 3252, 3642, 3647](#); [AFAM/POLS/WS 3652](#); [AFAM/PSYC 3106](#); [AFAM/SOCI 3501, 3703](#); HDFS 3422, [AFAM 30XX/PP 30XX](#);

Group C - Literature and the Arts

[AFAM/ENGL 3214W, 3216W](#); [AFAM/FINA 1100](#); [AFAM/DRAM 3131/W](#); [MUSI 3611](#)

7. Effective Date (semester, year -- see [Note R](#)) Immediately

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required?

The class AFAM 30XX/PP 30XX. Race and Policy

will be offered under the Group B section of the African American Studies minor. The minor needs to

be changed to include this class

2. What is the impact on students?

This class would help Minors in African American Studies fulfill their group B requirement in "Social and Political Inquiry." Currently we have classes in this division in Sociology and Political Science, but nothing in the important area of Public Policy. Without a cross-listing and course number in African American Studies, students are unlikely to take this class for the minor in African American Studies. This cross-listing will give students with interest in public policy a chance to explore this interest while completing a minor in African American Studies.

The Political Science Department has been offering a similar course under an open number. Cross listing will allow Political Science, African American Studies, and Public Policy students easier access to the material

3. What is the impact on regional campuses?

This course is only offered on the Storrs campus.

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. In information at the bottom of the form:

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in (insert name)

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee: Institute for African American Studies Faculty: **March 22, 2012**

Department Faculty: Institute for African American Studies Faculty **March 22, 2012**

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

Martha.Cutter@uconn.edu

AFAM Plan of Study

AFRICAN AMERICAN STUDIES MINOR PLAN OF STUDY – 2011-2012 and After

Date _____ Name _____ Peoplesoft# _____

Local Address _____ Telephone _____

Fulfilling requirements of the Catalog for the year _____ Anticipated graduation date (mo/yr) _____

Requirements for African American Studies MINORS

- Students must take AFAM 3211, Introduction to African American Studies.
- Students must earn 15 credits of courses in the subject, including AFAM 3211 and one three-credit course class each from sections A, B, and C.
- Students must earn a C (2.0) or better in each of the required courses for the minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to the University of Connecticut courses for the program.
- Substitutions are not possible for courses required for the minor.

CIRCLE COURSES TAKEN

AFAM 3211 (May not be repeated for credit)

Group A – History

AFAM 3703/ HIST 3752 History of Pre-Colonial Africa, AFAM 3753/ HIST 3753 History of Modern Africa, AFAM 3563/ HIST 3563 African American History to 1865, AFAM 3564/ HIST 3564 African American History Since 1865, AFAM 3568/ HIST 3568 Hip-Hop: Politics and Youth Culture in Late 20th Century, United States, AFAM 3224/ HIST 3770 History of Pan-Africanism, AFAM 3620/ HIST 3620 Cuba, Puerto Rico and the Spanish Caribbean, AFAM 3206/ HIST 3206 Black Experience in the Americas

Group B – Social and Political Inquiry

AFAM 3152/ ANTH 3152 Race, Ethnicity, and Nationalism, AFAM 3025/ ANTH 3025 Contemporary Africa, AFAM 3642/ POLS 3642 African American Politics, AFAM 3652/ POLS 3652/ WS 3652 Black Feminist Politics, AFAM 3252/ POLS 3252 Politics in Africa, AFAM 3647/ POLS 3647 Black Leadership and Civil Rights, AFAM 3703W/ SOC 3703W Modern Africa, AFAM 3703/ SOC 3703 Modern Africa, AFAM 3501/ SOC 3501 Ethnicity and Race, AFAM 3505/ SOC 3505 White Racism, AFAM 3825/ SOC 3825 African Americans and Social Protest, AFAM 3106/ PSYC 3106 Black Psychology **AFAM30XX/PP 30XX**

Group C – Literature and the Arts

AFAM 3214/ ENGL 3214 Black American Writers I, AFAM 3214W/ ENGL 3214W Black American Writers I, AFAM 3216W/ ENGL 3216W Black American Writers II, AFAM 3131/ DRAM 3131 African American Theater, AFAM 3131W/ DRAM 3131W African American Theatre, AFAM 1100/ FINA1100 Afro centric Perspectives in the Arts, MUS 3611 History of Jazz

Semester	Year	Course Number	Course Title & Subtitle	Group A, B, C
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

I approve this plan (signed): _____ Director, Institute for African American Studies
 _____ Student

Give one copy of this form to your departmental advisor along with your final Plan of Study, one copy to the Director of African American Studies, and one signed copy to the Registrar when you submit your final Plan of Study

2012-031 Add new course CHIN 32xy Chinese Composition and Conversation

1. Date: 3/1/12
2. Department requesting this course: LCL
3. Semester and year in which course will be first offered: Fall 2012

Final catalog Listing (see Note A):

CHIN 32XY: Chinese Composition and Conversation. Either semester. Three credits. Three class periods. In Chinese. Prerequisite: CHIN 1114 or consent of instructor. Graded. May be repeated for up to 6 credits. Development of high intermediate to advanced speaking and writing competency.

1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 32xy
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: Chinese Composition and Conversation
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Development of high intermediate to advanced speaking and writing competency.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): CHIN 1114
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note I)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): up to six credits
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L)
Reasons for adding this course: The Department of Literatures, Cultures & Languages currently offers only four semesters of instruction in Mandarin Chinese. There has been an increasing demand for higher-level Chinese language courses among students who have completed four semesters of Chinese language study either at UConn or before entering UConn. A fifth semester Chinese course would be of

great benefit to students who wish to further improve their writing and speaking skills.

2. Academic Merit (see Note L):
3. Overlapping Courses (see Note M):
4. Number of Students Expected: 20
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: none
8. Staffing (see Note P): APIR
9. Dates approved by (see Note Q): Department Curriculum Committee: 3/23/12
Department Faculty: 3/23/12
10. contact person: Roger Travis, 6-3316, roger.travis@uconn.edu

Syllabus

Chinese 32XY: Chinese Composition and Conversation

Instructor: Liansu Meng, Email: liansu.meng@uconn.edu

Course Description and Objectives:

This course will focus on developing high intermediate to advanced speaking and writing skills. The goal is to further improve the communicative competency students have acquired through taking Chinese 1111, Chinese 1112, Chinese 1113 and Chinese 1114. Students will be exposed to a variety of exciting issues in contemporary China such as the Internet, economic development, the environment and love in Mandarin Chinese. Classroom activities include oral presentations, debates and performances. By the end of the semester, students are expected to be able to engage in meaningful conversations and express themselves in writing on covered topics. Two years of classroom Chinese or the equivalent is required.

Required Textbooks:

Duanduan Li and Irene Liu, *Reading Into A New China: Integrated Skills for Advanced Chinese*. Vol. I. Cheng & Tsui Company, Inc., 2009.

Pocket Oxford Chinese Dictionary. 4 edition. Oxford University Press, USA, 2009.

The textbooks could be purchased at UConn Co-Op Bookstore.

Requirements:

1. Be on time. A quiz is generally given at the beginning of a class meeting. If you are late for class, you might miss a quiz.
2. Make sure to preview the course materials before the class.
3. Regular attendance and active participation in class activities.
4. Absence due to emergencies can be excused if you email the instructor ahead of time or on the day you miss class, or if you bring a doctor's or academic advisor's note afterwards. Excuses such as coursework or sleeping late will not be accepted.
5. As absence from class will affect your class participation, more than three unexcused absences during the semester will drop your grade one mark (i.e., an A- will become a B+, a C will become a C-, etc.). Showing up to class excessively late (more than 10 minutes) three times will equal one unexcused absence.
6. Cell phones or laptops in class are not allowed except for taking notes.

7. Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor's or academic advisor's note.

8. No make-up quizzes or exams unless a doctor's or academic advisor's note is provided.

Grading:

1. Participation: 20%
2. Writing Assignments: 15%
3. Speaking Exercises: 10%
4. Quizzes: 20%
5. Mid-term Exam: 15%
6. Final Project: 20%

Grading Scale:

A = 95-100 A- = 90-94 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76
C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63 F = anything below 60

Course Schedule

Week 1: Lesson 1

Speaking Exercise 1

Week 2: Lesson 1 continued

Quiz 1 (vocabulary and grammar); Writing Assignment 1

Week 3: Lesson 2

Quiz 2 (vocabulary and grammar); Speaking Exercise 2

Week 4: Lesson 2 continued

Quiz 3 (vocabulary and grammar); Writing Assignment 2

Week 5: Lesson 3

Quiz 4 (vocabulary and grammar); Speaking Exercise 3

Week 6: Lesson 3 continued

Quiz 5 (vocabulary and grammar); Writing Assignment 3

Week 7: review and midterm exam for Lesson 1-3

Week 8: Lesson 4

Quiz 6 (vocabulary and grammar); Speaking Exercise 4

Week 9: Lesson 4 continued

Quiz 7 (vocabulary and grammar); Writing Assignment 4

Week 10: Lesson 5

Quiz 8 (vocabulary and grammar); Speaking Exercise 5

Week 11: Lesson 5 continued

Quiz 9 (vocabulary and grammar); Writing Assignment 5

Week 12: Lesson 6

Quiz 10 (vocabulary and grammar); Speaking Exercise 6

Week 13: Lesson 6 continued

Quiz 11 (vocabulary and grammar)

Week 14: Review and Final Project presentation

2012-032 Add CAMS 3XXX The Hellenistic World

1. Date: March 13, 2012
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2012

Final catalog Listing (see Note A):**CAMS 3xxx. Hellenistic World.**

Fall (alternate years). Three credits. Prerequisite: none. Open to sophomores. *Johnson, Sara*
 The Eastern Mediterranean (the Greek east) from Alexander to Cleopatra (336-30 BCE), including historical, cultural, social, and religious developments.

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CAMS
2. Course Number (see Note B): 3xxx
 If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? __ Yes __ No N/A
3. Course Title: The Hellenistic World
4. Semester offered (see Note C): Fall (alternate years)
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
 An overview of the Eastern Mediterranean (the Greek east) from Alexander to Cleopatra (336-30 BCE), including historical, cultural, social, and religious developments.

Optional Items

13. Instructor(s) names if they will appear in catalog copy (see Note J): Sara R. Johnson
14. Open to Sophomores (see Note U): Yes

Justification

1. Reasons for adding this course: (see Note L)

This course is designed to increase the literary-historical-cultural offerings of the CAMS section of the LCL department, particularly for majors, but will also be open to interested students from other departments such as History. It provides a broad overview of the historical period bridging the classical Greek and Roman civilizations, which also serves as part of the background for the development of Christianity and Hellenistic and Rabbinic Judaism.

I have taught the course twice under a temporary rubric, because I wanted to test how popular the course would be and how well it would run. It has now run twice, smoothly and with a good enrollment (15-20), in 2008 and 2010, and I believe it is ready to be added to the catalog.

2. Academic Merit (see Note L):

Like the world of Late Antiquity (200-500 CE), which is covered in a course offered by my colleague Daniel Caner, the Hellenistic World is a period of antiquity characterized by unique developments that had an impact upon other periods of antiquity (in this case, the afterlife of the classical Greek city-state, the rise of Rome as an imperial power, and the development of major religious movements), but it is sufficiently complex to deserve close examination in its own right. It is recognized as a distinct area of scholarly specialization.

After establishing a chronological framework (Alexander's conquests, the struggle of the successors, and the division of the eastern Mediterranean into competing kingdoms), the course will proceed thematically, examining various aspects of the Hellenistic world (philosophy, literature, religion, economic developments, art, etc). The course will conclude by examining the rise of Rome and its impact on the Hellenistic kingdoms, culminating in the defeat of the last of the Hellenistic monarchs, Cleopatra, at the

battle of Actium. Requirements will include a midterm, final and research paper or bibliographic project.

3. Overlapping Courses (see Note M):

No courses overlap directly. The Hellenistic period is generally covered only briefly, if at all, in courses on Ancient Greece. Ancient Fictions (CAMS 3244) covers some of the same time period, but from the limited perspective of the analysis of fictional literary texts. Palestine Under the Greeks and Romans likewise includes some coverage of the period, but primarily in the first half and only in relation to the experience of the Jews.

This course will complement other offerings in LCL and History that concentrate not only on the history and literature of classical Athens and Rome, but also on broader social and religious developments, e.g., "Palestine Under the Greeks and Romans," "The World of Late Antiquity" and "The Early Church."

4. Number of Students Expected: 25 (capped)

5. Number and Size of Section: one section

6. Effects on Other Departments (see Note N):

May be of interest to students in related majors and concentrations, particularly History, but also English, Art History, Judaic Studies (independent major) and Religion (minor) (examples are not intended to be exclusive). I have also had graduate students from Judaic Studies, Medieval Studies and Comparative Literature who have chosen to audit the course or take it for credit.

7. Effects on Regional Campuses:

None.

8. Staffing (see Note P):

Will generally be taught by myself (Sara R. Johnson), since it is closest to my research specialties (Hellenistic Judaism and ancient fictions).

9. Dates approved by (see Note Q):

Department Curriculum Committee: 3/23/12

Department Faculty: 3/23/12

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

Sara R. Johnson

860-289-8897

sara.johnson@uconn.edu

2012-033 Add New Major – Communication Disorders

1. Date: March 29, 2012
2. Department or Program: Department of Communication Sciences
3. Title of Major: Communication Disorders

4. Catalog Description of the Major :

The Communication Sciences Department offers an undergraduate major in Communication Disorders. The Communication Disorders major is a pre-professional program within the liberal arts and sciences curriculum. It provides a broad overview of normal speech, language and hearing processes and development. In addition a variety of speech, language, and hearing disorders are introduced. This major permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language pathology.

Students who want to learn more about communication disorders and the fields of audiology and speech-language pathology, but are unsure about declaring the major are encouraged to take one or both of the following introductory courses: [CDIS 1150](#) and [1155Q](#). Students may declare the major at the beginning of each semester. Once the required paperwork is received in the Communication Sciences Department the student will be assigned an academic advisor

Successful completion of the BA degree in Communication Disorders requires the following:

1. A total of 26 credits in Communication Disorders.
2. Courses on normal development of speech, language, and hearing including: [CDIS 3201](#), [3202](#) or [3202W](#), [3247](#), [3250](#)
3. Courses on measurement and disorders of speech, language and hearing including: [CDIS 3248](#), [4249](#) or [4249W](#), and at least two (2) of the following [4244](#) or [4244W](#), [4251](#) or [4253](#)
4. Course on directed observations of assessment and treatment of speech, language and hearing disorders [CDIS 4242](#)
5. Twelve (12) credits of related coursework. Related courses can be tailored to the interests and needs of the student but must be approved by a Communication Disorders advisor.

Note: All students in the Communication Disorders major are encouraged to complete the following requirements specified by the American Speech, Language, and Hearing Association prior to entering a graduate program in audiology or speech-language pathology.

1. Students must take one course in each of the following areas:
 - a. Mathematics/statistics: [MATH 1040Q](#) or [1060Q](#) or [STAT 1100Q](#)
 - b. Biological science: [BIOL 1102](#) or [BIOL 1103](#) or [BIOL 1107/1108](#)
 - c. Physical science: [PHYS 1010Q](#) or [PHYS 1075Q](#)

More advanced level courses may be substituted for the courses listed above.

2. Students must accumulate a total of 25 hours of approved observations of assessment and treatment of speech, language and hearing disorders.

5. Effective Date (semester, year -- see [Note R](#)) : Fall, 2012

Justification**1. Identify the core concepts and questions considered integral to the discipline:**

Communication Disorders majors are introduced to the normal development of speech, language and hearing processes. In addition they are familiarized with procedures commonly used to quantitatively measure speech, language, and hearing processes. Students in the major learn about a variety of disorders, developmental and acquired, which may comprise the functioning of speech, language and hearing abilities.

Courses required for the Major cover the core concepts identified in the previous question:

CDIS 3201, 3202, 3247, 3250 provide general introductions to: development of speech, language and hearing (3202), anatomy and physiology of the speech and hearing mechanisms (3201, 3250), speech acoustics (3247, 3250) and speech perception (3250). These courses provide a foundation for understanding the structure and functions of normal speech, language and hearing.

CDIS 3248, 3249, 4244, 4251, 4253 provide introductions to: the measurement of speech, language and hearing abilities (3248, 4244, 4251, 4253), disorders of speech and voice (4251), acquired neurologic speech and language disorders (4244), developmental speech and language disorders (4253), and hearing disorders (4249). With a good understanding of normal processes students are introduced to procedures used for assessing and treating a variety of communication disorders. CDIS 4242 provides students with an opportunity to observe children and adults with a variety communication disorders in assessment and treatment sessions.

The CDIS major offers three (3) writing "W" courses that allow students to fulfill the University writing requirement. CDIS 3202W, 4244W, or 4249W provide students a variety of topic areas in which this writing requirement may be fulfilled. Topics include: normal development of speech and language, neurologic communication disorders, and rehabilitation of hearing disorders.

In addition to major area courses, students are required to complete twelve credits of 2000 level or above courses taken outside of the Department that are related to the major. These do not have to be from the same department. Ordinarily courses from Allied Health, Anthropology, Human Development and Family Studies, Linguistics, Psychology, Sociology, Education, and Biology are selected for related coursework.

The Following Minors or Majors are Pre-Approved for relateds:

- Allied Health (AHS)
- Anthropology (ANTH)
- Biology (BIOL)
- Cognitive Sciences (COGS)
- Human Development and Family Studies (HDFS)
- Linguistics (LING)
- Physiology and Neurobiology (PNB)
- Psychology (PSYC)

The following is a partial list of related courses. Other courses may be used to satisfy this requirement with permission of the advisor.

AH 3203	Aging: Implications for Health Professionals
AH 3271	Industrial Hygiene
ANTH 2000/W	Social Anthropology
ANTH 3002	Culture, Language and Thought
ANTH 3251	Psychological Anthropology
DRAM 4911	Voice and Diction I
DRAM 4912	Voice and Diction II

DRAM 4931	Stage Dialects
DRAM 4941	Oral Interpretation of the Drama
EDCI 3002	Intro Bilingual-Bicultural Education
EDCI 3005	Introduction to Outdoor Ed
EPSY 3010*	Education Psychology
EPSY 3020	Peer Counseling
EPSY 3100	Introduction to Exceptionality
HDFS 2100*	Human Development: Infancy through Adolescence
HDFS 3103*	Adolescence: Youth and Society
HDFS 3340	Introduction to Counseling
LING 2020	Principles of Linguistics
LING 3110C	Experimental Linguistics
LING 3310Q	Phonology
LING 3510Q	Syntax and Semantics
LING 3610W	Language and Culture
LING 3850	Cultural & Linguistic Variation Deaf Community
MCB 2400	Heredity and Society
MCB 4219	Developmental Biology
PNB 2250	Animal Physiology
PNB 2264-65	Human Physiology & Anatomy
PNB 3263WQ	Investigation in Neurobiology
PSYC 2100Q	Principles of Research in Psychology
PSYC 2200	Physiological Psychology
PSYC 2300	Abnormal Psychology
PSYC 2301	The Study of Personality
PSYC 2400*	Developmental Psychology
PSYC 2500*	Learning
PSYC 2501*	Cognitive Psychology
PSYC 3101	Psychological Tests and Measurements
PSYC 3201	Animal Behavior
PSYC 3400*	Child Psychology
PSYC 3500	The Psychology of Language
PSYC 3501	Sensation and Perception
PSYC 3251	Lab in Physiological Psychology
SOCI 3451W	Sociology of Health
SOCI 3651W	Sociology of the Family

*These courses meet requirements for school certification in Connecticut. Although completion of these requirements requires a Master's Degree, students planning to acquire this certification may begin meeting some of the requirements as part of their undergraduate program.

3. Attach a "Major Plan of Study" form to this proposal. This form will be used to allow students to check off relevant coursework. It should include the following information at the bottom of the form:

Name of Student: _____

I approve the above program for the B.A. Major in Communication

(signed) _____ Dept. of Communication Sciences

Major Advisor

4. Dates approved by (see Note Q): Department Curriculum Committee: Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Carl Coelho, 860-486-2817, coelho@uconn.edu

2012-034 Add New Major – Communication

1. Date: February 20 2012
2. Department or Program: Department of Communication Sciences
3. Title of Major: Communication

4. Catalog Description of the Major :

The department of Communication Sciences offers an undergraduate major in Communication. The Communication major is designed to educate students about human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The major emphasizes interpersonal, mass, new communication technologies, nonverbal, organizational, intercultural and international communication. Training in the basic theories, principles, practices and research methods of Communication can qualify students for a variety of positions in the communication and media industries, such as: business, advertising, public relations, marketing, electronic media, government/politics, and promotion.

Students must apply to the Communication Sciences Department to become a Communication major. Applications are accepted for Fall and Spring semesters and the deadline for applications is the end of the second week of classes. Forms can be obtained outside Room 212 PCSB, on the department website www.coms.uconn.edu/undergraduate/admissions.html, and from Communication faculty members at the Stamford Regional Campus.

The decision to admit students to the major will depend on several criteria:

- Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.
- Cumulative GPA
- Completion of COMM 1000 with a grade of “C” or better.
- The applicant’s academic record and space availability are also considered.

Prior to acceptance into the Communication major, students with fewer than 70 credits may declare themselves a Pre-Communication major online at www.ppc.uconn.edu or at the College of Liberal Arts and Sciences Academic Services Center (www.services.clas.uconn.edu). The Pre-Communication designation indicates an intention to apply to the major. It does not ensure acceptance into the Communication major or give students priority in registering for Communication courses. Pre-Communication majors must still apply to become Communication majors by following the process described above.

Students interested in the Communication major should complete [COMM 1100](#) and [COMM 1300](#) before junior year, if possible. [COMM 1300](#) is a prerequisite for many 2000-level media courses and is advised for all students, particularly those interested in media production, communication technology, marketing, public relations, or advertising.

Successful completion of a BA degree in Communication requires the following:

1. Acceptance as a Communication major.
2. [COMM 1000](#), [1100](#), [3000Q](#).
3. At least two (2) of the following Core courses: [COMM 3100](#), [3200](#), [3300](#). Students are welcome to take all 3 Core courses.
4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses).
5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. Communication offers applied and theory courses:

- a. Applied courses include the following: COMM 4800, 4820, 4940, 4991 and, 4992.
 - i. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses, but only two may be applied towards the minimum 24 credits of upper level Communication courses required for the major.
 - b. Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses.
6. Related Courses: 12 credits required. Related courses can be uniquely tailored to the needs of the student but must be approved by a Communication advisor.

Note: All students are encouraged to do at least one internship (COMM 4991). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000 level or above to be eligible for internship credit.

To satisfy the information literacy competency, all students must pass [COMM 1000](#), [1100](#), and [3000Q](#). Other courses that will further enhance competency in information literacy include [COMM 1300](#), [3100](#), [3103](#), [3200](#), [3300](#), [3321](#), [3400](#), [3450](#), [3600](#), [4089](#), [4100](#), [4120](#), [4220W](#), [4230](#), [4320](#), [4330](#), [4410W](#), [4420](#), [4450W](#), [4451W](#), [4460](#), [4500](#), [4551W](#), and [4620](#). To satisfy the writing in the major requirement, students must pass at least one course from [COMM 2310W](#), [4220W](#), [4410W](#), [4450W](#), [4451W](#), [4551W](#), 4660W, [4930W](#), [4996W](#), or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

A minor in Communication is described in the “Minors” section.

5. Effective Date (semester, year -- see [Note R](#)) : Fall, 2012
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

2. Identify the core concepts and questions considered integral to the discipline:

Communication majors will learn how to examine and analyze the ways people affect others and are affected by others through communication.

Our primary emphasis is on the scientific approach to investigating the behaviors of individuals, groups, organizations and mass media systems engaged in communication, and on the application of our knowledge of communication in a variety of areas in which Communication majors find employment. Given these emphases, majors receive broad training in communication theory, research, and applied areas of communication.

3. Explain how the courses required for the Major cover the core concepts identified in the previous question:

COMM 1000 provides a general introduction to the various aspects of Communication, including the types of research that are applied to the study of Communication phenomena as well providing students a foundation of Communication theories that will be studied and applied in upper-level Communication courses. COMM 1100 teaches students the basic fundamentals of public speaking and is an integral part of the COMM curriculum. This course offers students the chance to enhance their public speaking skills and learn about techniques that can improve their public speaking effectiveness.

COMM 3000Q is the major’s research method courses and satisfies the University “Q” requirement

for our majors. This course teaches students the fundamental of research in the Communication field. The course teaches students the nature of quantitative scientific research and then requires them to compute both descriptive and inferential statistics.

COMM 3100, 3200, and 3300 are core theory courses for the COMM major. These courses provide specific exposure to the field's most known and applied theories through the review of existing research. Student's are educated on the formation and evaluation of theory and are asked to think critically about the future application of the theories in our ever-changing world.

The COMM major offers a variety of writing "W" courses that allow students to fulfill the University writing requirement. COMM 2310W, 4220W, 4410W, 4450W, 4451W, 4551W, 4930W, and/or 4996W provide students an education centered on improving their writing skills within the context of a specific Communication area or topic of their interest. Topics include: critical media analysis, interpersonal relationships, cultural studies, political discourse, etc.

In addition to required courses mentioned above, students in the Communication major will need to fulfill 12 credits worth of relateds. The list below provides some examples of the types of courses that are acceptable relateds for students interested in the various topics covered within the Communication major.

The Following Minors or Majors in these units are Pre-Approved for relateds:

- Journalism (JOUR)
- Sociology (SOCL)
- Psychology (PSYC)
- Women's Studies (WS)
- Anthropology (ANTH)
- Political Science (POLS)
- Human Development and Family Studies (HDFS)
- Linguistics (LING)
- African American Studies (AFAM)
- Dramatic Arts (DRAM)
- Business, Professional Sales, Entrepreneurship (BADM)
- Art (ART)
- Modern and Classical Languages

The Following Groups/Themes are Pre-Approved for relateds:

1. Communication Research Methods

[ANTH 3003](#) Field Research in Social Settings

[PHIL 2212](#) or [PHIL 2212W](#) Philosophy of Science

[PHIL 2213](#) Philosophy of Social Science

[POLS 2072Q](#) Quantitative Analysis in Political Science

[PSYC 2100Q](#) or [PSYCH 2100WQ](#) Principles of Research in Psychology

PSYC 3503 Computer Modeling of Cognitive Processes

[PSYC 3750](#) or [PSYC 3750W](#) Laboratory in Social Psychology

[SOCL 3201](#) Methods of Social Research

[SOCL 3213](#) Computing in the Social Sciences

[STAT 2215Q](#) Introduction to Statistics II

2. Interpersonal Communication

[ANTH 2000](#) or [ANTH 2000W](#) Social Anthropology

[ANTH 3303/HDFS 3310](#) Parent-Child Relations in Cross-Cultural Perspective

[EPSY 3020](#) Peer Counseling
[HDFS 2001](#) Diversity Issues in Human Development and Family Studies
[HDFS 2300](#) Family Interaction Processes
[HDFS 3340](#) Individual and Family Interventions
[HDFS 4007W](#) Professional Communication in Human Development and Family Studies
 LING 2020 Principles of Linguistics
[LING 3110](#) Experimental Linguistics
[LING 3510Q](#) Syntax and Semantics
[LING 3610W](#) Language and Culture
[PSYC 2400](#) Developmental Psychology
[PSYC 2501](#) Cognitive Psychology
[PSYC 3500](#) The Psychology of Language
[SOC 3311](#) or [SOC 3311W](#) Deviant Behavior
[SOC 3351](#) or [SOC 3351W](#) Society and the Individual
[SOC 3501/AFAM 3501](#) or [SOC 3501W](#) Ethnicity and Race
[SOC 3651](#) or [SOC 3651W](#) Sociology of the Family
3. Organizational Communication
[ANTH 2000](#) or [ANTH 2000W](#) Social Anthropology
[BADM 3740](#) Managerial and Interpersonal Behavior
[BADM 3752](#) Professional Selling
[BADM 3760](#) Business Information Systems
 BADM 4753 Advanced Professional Sales
[BADM 4754](#) Sales Management and Leadership
[ECON 3461](#) Organization of Industry
[POLS 3418/HRTS 3418](#) or [POLS 3418W](#) International Organizations and Law
[PSYC 2400](#) Developmental Psychology
[PSYC 2501](#) Cognitive Psychology
[PSYC 2600](#) Industrial/Organizational Psychology
[PSYC 3600](#) or [PSYC 3600W](#) Social-Organizational Psychology
[SOC 3351](#) or [SOC 3351W](#) Society and the Individual
[SOC 3401](#) or [SOC 3401W](#) Social Organization
[SOC 3403](#) or [SOC 3403W](#) Complex Organizations
[SOC 3411](#) Work and Occupations
[SOC 3651](#) or [SOC 3651W](#) Sociology of the Family
[WS 3264](#) Gender in the Workplace
4. Mass Media Theory & Research
[ANTH 3101](#) Culture, Power, and Social Relations
[DRAM 4151](#) The American Film
[DRAM 4152](#) World Film
[HIST 3568/AFAM 3568](#) Hip-Hop, Politics and Youth Culture in America
[JOUR 3020](#) Law of Libel and Communications
[POLS 3426](#) Politics, Propaganda, and Cinema
[POLS 3612](#) Political Opinion and Electoral Behavior
[PSYC 2400](#) Developmental Psychology
[PSYC 2501](#) Cognitive Psychology
[SOC 3251](#) or [SOC 3251W](#) Social Theory

[SOI 3401 or SOI 3401W](#) Social Organization

[SOI 3801/HRTS 3801 or SOI 3801W](#) Political Sociology

[SOI 3841 or SOI 3841W](#) Public Opinion and Mass Communication

[WS 3217](#) Women and Film

3. Attach a "Major Plan of Study" form to this proposal. This form will be used to allow students to check off relevant coursework. It should include the following information at the bottom of the form:

Name of Student: _____

I approve the above program for the B.A. Major in Communication

(signed) _____ Dept. of Communication Sciences

Major Advisor

4. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: February 15 2012

Department Faculty: February 15 2012

5. Name, Phone Number, and e-mail address of principal contact person: Rory McGloin, 860-558-4288, rory.mcglain@uconn.edu

2012-035 Eliminate COMS Major

1. Date: January 19, 2012
2. Department requesting this change: Department of Communication Sciences
3. Title of Major: Communication Sciences
4. Nature of Change: Currently, the department of Communication Sciences offers one major, Communication Sciences with two specific concentrations: Communication (COMM) and Communication Disorders (CDIS). However, these two concentrations are completely independent of one another, in terms of courses offered, requirements, application to the major, and faculty. Therefore, in conjunction with our department's other proposal's to add Communication and Communication Disorders as new majors, this change major proposal is proposing the elimination of the Communication Sciences (COMS) major that currently exists. The proposed "new majors" will be replacing the two individual concentrations that exist under the current Communication Sciences major. This change will provide a tremendous benefit to the students, it will allow them to graduate with a major that is specific to their studies, it will provide student's greater clarity in terms of their major course requirements, as well as provide greater clarity for students who are applying to these two majors (Communication and Communication Disorders).

5. Existing catalog Description of the Major:

The Department of Communication Sciences is concerned with the human communication process and its analysis. Undergraduate students may major in Communication Sciences with a track in either Communication or Communication Disorders.

Communication Disorders.

The undergraduate concentration is a preprofessional program within the liberal arts and sciences curriculum. It permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language pathology.

Following requirements of the American Speech, Language, and Hearing Association, students must take one course in each of the following areas.

Mathematics/statistics: [MATH 1040Q](#) or [1060Q](#) or [STAT 1100Q](#)

Biological science: [BIOL 1102](#) or [BIOL 1103](#) or [BIOL 1107/1108](#)

Physical science: [PHYS 1010Q](#) or [PHYS 1075Q](#)

More advanced level courses may be substituted for the courses listed above.

Students who elect the concentration in Communication Disorders must take:

[CDIS 3201](#), [3202](#) or [3202W](#), [3247](#), [3248](#), [3250](#), [4242](#) and [4249](#) or [4249W](#)

In addition, students must take at least two (2) of the following courses:

[CDIS 4244](#) or [4244W](#), [4251](#) or [4253](#)

The information literacy competency is met by the successful completion of required courses.

To satisfy the writing in the major requirement, students must pass at least one course from [CDIS 3202W](#), [4244W](#), or [4249W](#)

Communication.

The undergraduate track in Communication is designed to produce students capable of analyzing human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The track emphasizes interpersonal, mass, new communication technologies, nonverbal, intercultural, and international communication.

Students must apply to the department to become a Communication Sciences in Communication. Applications are accepted for Fall and Spring semesters and the deadline for applications is the end of the second week of classes. Forms can be obtained outside Room 223 PCSB, on the department website, and from Communication faculty members at the Stamford Regional Campus.

The decision to admit will depend on several criteria:

Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.

- Cumulative GPA, and
- Successful completion of COMM 1000.
- The applicant's academic record and space availability are also considered.

Prior to acceptance into the Communication Sciences major, students with fewer than 70 credits may declare themselves Pre-Communication majors at the College of Liberal Arts and Sciences Academic Services Center (www.services.clas.uconn.edu). The Pre-Communication designation indicates an intention to apply to the major. It does not ensure acceptance into the Communication major or give students priority in registering for Communication courses. Pre-Communication majors must still apply to become Communication Sciences majors with a Communication concentration by following the process described above.

Students interested in the Communication concentration should complete [COMM 1100](#) and [COMM 1300](#) before junior year, if possible. [COMM 1300](#) is a prerequisite for many 2000-level media courses and is advised for all students, particularly those interested in media production, communication technology, marketing, public relations, or advertising.

Successful completion of a BA degree in Communication Sciences with a Communication concentration requires the following:

1. Acceptance as a Communication major.
2. [COMM 1000](#), [1100](#), [3000Q](#).
3. At least two (2) of the following Core courses: [COMM 3100](#), [3200](#), [3300](#). Students are welcome to take all 3 Core courses.
4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses).
5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. There are applied and theory courses in Communication.
 - Applied courses include the following: COMM 4800, 4820, 4940, 4991 and, 4992.
 - Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses.
6. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses but only 2 can count towards the minimum 24 credits required for the major.
7. All students are encouraged to do at least one internship (COMM 4991). Internships can be done during the academic year or summer. Students must have 12 credits in Communication at the 2000 level or above before eligible for internship credit.

To satisfy the information literacy competency, all students must pass [COMM 1000](#), [1100](#), and [3000Q](#). Other courses that will further enhance competency in information literacy include [COMM 1300](#), [3100](#), [3103](#), [3200](#), [3300](#), [3321](#), [3400](#), [3450](#), [3600](#), [4089](#), [4100](#), [4120](#), [4220W](#), [4230](#), [4320](#), [4330](#), [4410W](#), [4420](#), [4450W](#), [4451W](#), [4460](#), [4500](#), [4551W](#), and [4620](#). To satisfy the writing in the major requirement, students must pass at least one course from [COMM 2310W](#), [4220W](#), [4410W](#), [4450W](#), [4451W](#), [4551W](#), [4660W](#), [4930W](#), [4996W](#), or any 2000-level or above W course approved for this major. For students

interested in media and public relations careers, journalism courses are recommended for additional writing competency.

6. Proposed catalog Description of the Major: None, the COMS major is being eliminated, therefore there is no need for a catalog description of this major that is being replaced by the proposed majors of communication (COMM) and communication disorders (CDIS). See accompanying proposals to add COMM and CDIS as new majors.

7. Effective Date (semester, year -- see [Note R](#)): Fall 2012

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required? The two tracks, Communication and Communication Disorders are completely independent of one another. They have no courses, faculty, or requirements in common but all students get the same degree. They also have different admissions processes, one requiring an application while the other currently does not. This makes it difficult for us to track our majors, provide them with appropriate advising, or to separate them for administrative purposes. Students are also often confused on the major, curriculum, admission process and pre-communication designation.
2. What is the impact on students? This change, and therefore, elimination of the existing Communication Sciences major will provide increased clarity for students. It will help eliminate the current issue of students accidentally enrolling in one concentration when they intended to enroll in the other. As previously mentioned, there is no course overlap between the two existing concentrations, and with the creation of the two new majors (Communication and Communication Disorders), would ensure students are placed in the correct intro course for their intended major. It would help the department better distinguish the students according to their specific major. This change would provide us greater clarity in our contact with students, from orientation, to enrolled students, to alumni, their different majors would appear on their transcript, and they would graduate with their respective majors, rather than the same major as is currently the case. It would also clarify the two majors for prospective students who have expressed confusion while searching for the major and cannot distinguish between the two concentrations.
3. What is the impact on regional campuses? None. The regional campuses do not offer courses in Communication Disorders and there is no overlap in content or coursework.
4. Dates approved by (see [Note Q](#)):
 Section Curriculum Committees: December 14, 2011 (COMM), March 5, 2012 (CDIS)
 Section Faculty: December 14, 2011 (COMM), March 6, 2012 (CDIS)
5. Name, Phone Number, and e-mail address of principal contact person: Rory McGloin, 860-558-4288, rory.mcglain@uconn.edu (COMM); Carl Coelho, 860-486-2817, Coelho@uconn.edu (CDIS)

2012-038 COMM 4035. Change prerequisite

1. Date: 2/10/12
2. Department: Communication Sciences
3. Nature of Proposed Change: Adding 1300 as prerequisite.

4. Current Catalog Copy:

4035. Advanced Study of Media Effects: Sex, Drugs and Rock N Roll

(235) Three credits. Prerequisite: [COMM 1000](#); open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications. Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

5. Proposed Catalog Copy:

4035. Advanced Study of Media Effects: Sex, Drugs and Rock N Roll

(235) Three credits. Prerequisite: [COMM 1000](#) and COMM 1300; open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications. Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

6. Effective Date (semester, year -- see [Note R](#)):

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: The course content assumes exposure to mass media systems that is covered in 1300. Moving this from a recommendation to a prerequisite will ensure students are better prepared for the content.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing: These classes are already taught regularly so it will have no effect.
7. Dates approved by (see [Note Q](#)): 1/18/11
Department Curriculum Committee: February 15, 2012
Department Faculty: February 15, 2012
8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 486-4080, Kristine.nowak@uconn.edu

2012-039 COMM 4220W Change Prerequisite

1. Date: 2/10/12
2. Department: Communication Sciences
3. Nature of Proposed Change: Change in prerequisites

4. Current Catalog Copy:

4220W. Small Group Communication

(225W) Three credits. Prerequisite: [COMM 3200](#) or instructor consent; [ENGL 1010](#) or [1011](#) or [3800](#); open to juniors or higher. Recommended preparation: [COMM 3100](#).

Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

5. Proposed Catalog Copy:

4220W. Small Group Communication

(225W) Three credits. Prerequisite: [COMM 3200](#) or COMM 3100; [ENGL 1010](#) or [1011](#) or [3800](#); open to juniors or higher. Recommended preparation: [COMM 3100](#).

Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

6. Effective Date (semester, year -- see [Note R](#)):

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: The course supervisors have decided that students will be adequately prepared for this course after taking either 3100 or 3200 so this change will allow more students to take the course without needing an additional prerequisite.
2. Effect on Department's Curriculum: It will allow students on the media track to take this course without also having to take Interpersonal Communication.
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing: These classes are already taught regularly so it will have no effect.
7. Dates approved by (see [Note Q](#)): 1/18/11
Department Curriculum Committee: February 15, 2012
Department Faculty: February 15, 2012
8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 486-4080, Kristine.nowak@uconn.edu

2012-040 COMM 4230 Change prerequisites

1. Date: 2/10/12
2. Department: Communication Sciences
3. Nature of Proposed Change: Allowing either 3100 or 3200 to be prerequisites.

4. Current Catalog Copy:

4230. Organizational Communication

(226) Three credits. Prerequisite: [COMM 3000Q](#) and [COMM 3200](#) or instructor consent; open to juniors or higher.

Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles.

5. Proposed Catalog Copy:

4230. Organizational Communication

(226) Three credits. Prerequisite: [COMM 3000Q](#) and either COMM 3100 or [COMM 3200](#); open to juniors or higher.

Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles.

6. Effective Date (semester, year -- see [Note R](#)):

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: The course supervisors have decided that students will be adequately prepared for this course after taking either 3100 or 3200 so this change will allow more students to take the course without needing an additional prerequisite.
2. Effect on Department's Curriculum: It will allow students on the media track to take this course without also having to take Interpersonal Communication.
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing: These classes are already taught regularly so it will have no effect.
7. Dates approved by (see [Note Q](#)): 1/18/11
Department Curriculum Committee: February 15, 2012
Department Faculty: February 15, 2012
8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 486-4080, Kristine.nowak@uconn.edu

2012-041 COMM 4320 Change recommended preparation

1. Date: 2/10/12
2. Department: Communication Sciences
3. Nature of Proposed Change: Adding 1300 as recommended preparation

4. Current Catalog Copy:

4320. Media and Special Audiences

(232) (Also offered as [PRLS 4320](#).) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: [COMM 1000](#).

Media content and audience responses. Ethnic, racial, and gender issues in mainstream and ethnic media. Special audiences include Latina/os, African Americans, Asian Americans, Women, Gays, Lesbians.

5. Proposed Catalog Copy:

(see information in the "add a course" form if you have any questions regarding specific items.)

4320. Media and Special Audiences

(232) (Also offered as [PRLS 4320](#).) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: [COMM 1000](#), Comm 1300.

Media content and audience responses. Ethnic, racial, and gender issues in mainstream and ethnic media. Special audiences include Latina/os, African Americans, Asian Americans, Women, Gays, Lesbians.

6. Effective Date (semester, year -- see [Note R](#)):

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: Having students take 1300 before or concurrently with this course will help students be prepared for the course.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing: These classes are already taught regularly so it will have no effect.
7. Dates approved by (see [Note Q](#)): 1/18/11
Department Curriculum Committee: February 15, 2012
Department Faculty: February 15, 2012
8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 486-4080, Kristine.nowak@uconn.edu

2012-042 COMM 4330 Change prerequisite

1. Date: 4/2/12
2. Department: Communication Sciences
3. Nature of Proposed Change: Add 1300 as prerequisite.

4. Current Catalog Copy:

4330. Children and Mass Media

(234) Three credits. Prerequisite: [COMM 1000](#); open to juniors or higher.

Child development and the effects of mass media on young children. Educational television, frightening media, violent television, computer games, the Internet and media policy.

5. Proposed Catalog Copy:

4330. Children and Mass Media

(234) Three credits. Prerequisite: [COMM 1000](#) and COMM 1300; open to juniors or higher.

Child development and the effects of mass media on young children. Educational television, frightening media, violent television, computer games, the Internet and media policy.

6. Effective Date (semester, year -- see [Note R](#)):

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: The course content assumes exposure to mass media systems that is covered in 1300. Moving this from a recommendation to a prerequisite will ensure students are better prepared for the content.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted (see [Note N](#)):

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None.

6. Staffing: These classes are already taught regularly so it will have no effect.

7. Dates approved by (see [Note Q](#)): 1/18/11

Department Curriculum Committee: February 15, 2012

Department Faculty: February 15, 2012

8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 486-4080, Kristine.nowak@uconn.edu

2012-043 ECON 2481 change credits and format of internship course

1. Date: 4/9/2012
2. Department: Economics
3. Nature of Proposed Change: **Change credits and format of Internship Course**

4. Current Catalog Copy: 2481 Internship – Field Study (294) (Formerly offered as ECON 3481.)

Two credits. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; students must secure a satisfactory intern position before the end of the second week of the semester of enrollment in this course; they should begin consultation with the instructor several months in advance; must be taken concurrently with ECON 2491; no credit will be given for one course without the other. Does not count toward the economics major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Supervised field work, of six to eight hours per week, relevant to some area of economics, with a business firm, government agency or non-profit organization. Evaluation by the field supervisor and by the instructor (based on a detailed written report submitted by the student).

5. Proposed Catalog Copy: 2481 Internship – Field Study (294) Credits up to six. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; students must secure a satisfactory intern position before the end of the second week of the semester of enrollment in this course; they should begin consultation with the instructor several months in advance. Does not count toward the economics major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Supervised field work relevant to some area of economics, with a business firm, government agency or non-profit organization. Evaluation by the field supervisor and by the instructor (based on a detailed written report submitted by the student).

6. Effective Date (semester, year -- see Note R): Fall 2012

Justification

1. **Reasons for changing this course:** This proposal would change the structure of the Economics internships courses to a increase flexibility and better fit the needs of students. The current systems consists of a 2-credit S/U course (ECON 2481) that grants credit for the internship experience itself coupled with a one-credit graded course (ECON 2491) requiring a paper. (There is a W version of the latter). We propose to transform the S/U course (ECON 2481) into a variable (1-6) credit S/U course and to uncouple it form ECON 2491.

The current system has proven too inflexible. For example, the Economics-and-Business track in our UConn-in-London program offers a six-credit internship program, which we have to cover with a hodge-podge of three courses (ECON 2481, 2491, and 2493), whereas the Business School can offer its students six credits of S/U internship under a single course number. For this program alone, we need to have an S/U internship course with flexible credits up to six so we can mirror what the Business School does. More generally, we have found from experience that the internships that students undertake are quite varied in their duration and value. We need to be able to tailor the number of credits to the number of hours per week (for example) that the students spend on the internship.

At the same time, the Economics department has instituted a 1-credit W course (ECON 2500) recently passed by the Senate. This course can be attached to any upper-division Economics course, including the internship course (ECON 2481). With the approval of the internship director, a student can now use this course to get W credit for writing about the internship. ECON 2500 is much better structured to provide a W experience, including lectures about writing and other materials that we will eventually provide online. ECON 2500 makes ECON 2491 and ECON 2491W redundant, though we wish to experiment with the new system before make any decision to remove them from the catalog. We do, however, wish to remove the language tying the two courses together.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): N/A
4. Effects on Other Departments: N/A
5. Effects on Regional Campuses: N/A
6. Staffing: One faculty member will oversee the internship program.
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3/1/2012
Department Faculty: 4/6/2012
8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, Richard.langlois@uconn.edu

2012-044 ECON 2491 Change credits and format of Internship - Research Paper

1. Date: 4/9/2012

2. Department: Economics

3. Nature of Proposed Change: Change credits and format of Internship Course

4. *Current Catalog Copy: 2491. Internship – Research Paper (295) (Formerly offered as ECON 3491.)*

One credit. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester; have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; must be taken concurrently with **ECON 2481**; no credit will be given for one course without the other.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

5. *Proposed Catalog Copy: 2491. Internship – Research Paper*

(295) One credit. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester; have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

6. Effective Date (semester, year -- see Note R): Fall 2012

Justification

1. **Reasons for changing this course:** This proposal would change the structure of the Economics internships courses to increase flexibility and better fit the needs of students. The current system consists of a 2-credit S/U course (ECON 2481) that grants credit for the internship experience itself coupled with a one-credit graded course (ECON 2491) requiring a paper. (There is a W version of the latter). We propose to transform the S/U course (ECON 2481) into a variable (1-6) credit S/U course and to uncouple it from ECON 2491.

The current system has proven too inflexible. For example, the Economics-and-Business track in our UConn-in-London program offers a six-credit internship program, which we have to cover with a hodge-podge of three courses (ECON 2481, 2491, and 2493), whereas the Business School can offer its students six credits of S/U internship under a single course number. For this program alone, we need to have an S/U internship course with flexible credits up to six so we can mirror what the Business School does. More generally, we have found from experience that the internships that students undertake are quite varied in their duration and value. We need to be able to tailor the number of credits to the number of hours per week (for example) that the students spend on the internship.

At the same time, the Economics department has instituted a 1-credit W course (ECON 2500) recently passed by the Senate. This course can be attached to any upper-division Economics course, including the internship course (ECON 2481). With the approval of the internship director, a student can now use this course to get W credit for writing about the internship. ECON 2500 is much better structured to provide a W experience, including lectures about writing and other materials that we will eventually provide online. ECON 2500 makes ECON 2491 and ECON 2491W redundant, though we wish to experiment with the new system before making any decision to remove them from the catalog. We do, however, wish to remove the language tying the two courses together.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): N/A

4. Effects on Other Departments: N/A
5. Effects on Regional Campuses: N/A
6. Staffing: One faculty member will oversee the internship program.
7. Dates approved by (see Note Q):
 - Department Curriculum Committee: 3/1/2012
 - Department Faculty: 4/6/2012
8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, Richard.langlois@uconn.edu

2010-045 ECON 2491W Internship – Research Paper Change credits and format

1. Date: 4/9/2012

2. Department: Economics

3. Nature of Proposed Change: Change credits and format of Internship Course

4. Current Catalog Copy: 2491. Internship – Research Paper (295) (Formerly offered as ECON 3491.)

One credit. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester; have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; must be taken concurrently with **ECON 2481**; no credit will be given for one course without the other.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

5. Proposed Catalog Copy:**2491W. Internship – Research Paper**

(295W) Prerequisite: **ENGL 1010** or **1011** or **3800**.. Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester; have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above;

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

(see information in the "add a course" form if you have any questions regarding specific items.)

6. Effective Date (semester, year -- see Note R): Fall 2012

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: This proposal would change the structure of the Economics internships courses to increase flexibility and better fit the needs of students. The current system consists of a 2-credit S/U course (ECON 2481) that grants credit for the internship experience itself coupled with a one-credit graded course (ECON 2491) requiring a paper. (There is a W version of the latter). We propose to transform the S/U course (ECON 2481) into a variable (1-6) credit S/U course and to uncouple it from ECON 2491.

The current system has proven too inflexible. For example, the Economics-and-Business track in our UConn-in-London program offers a six-credit internship program, which we have to cover with a hodge-podge of three courses (ECON 2481, 2491, and 2493), whereas the Business School can offer its students six credits of S/U internship under a single course number. For this program alone, we need to have an S/U internship course with flexible credits up to six so we can mirror what the Business School does. More generally, we have found from experience that the internships that students undertake are quite varied in their duration and value. We need to be able to tailor the number of credits to the number of hours per week (for example) that the students spend on the internship.

At the same time, the Economics department has instituted a 1-credit W course (ECON 2500) recently passed by the Senate. This course can be attached to any upper-division Economics course, including the internship course (ECON 2481). With the approval of the internship director, a student can now use this course to get W credit for writing about the internship. ECON 2500 is much better structured to provide a W experience, including lectures about writing and other materials that we will eventually provide online. ECON 2500 makes ECON 2491 and ECON 2491W redundant, though we wish to experiment with the new system before making any decision to remove them from the catalog. We do, however, wish to remove the language tying the two courses together.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): N/A
4. Effects on Other Departments: N/A
5. Effects on Regional Campuses: N/A
6. Staffing: One faculty member will oversee the internship program.
7. Dates approved by (see Note Q):
 - Department Curriculum Committee: 3/1/2012
 - Department Faculty: 4/6/2012
8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, Richard.langlois@uconn.edu

2012-046 SOCI Major – change writing in the major requirements

1. Date: April 2, 2012
2. Department requesting this change: Sociology
3. Title of Major: Sociology
4. Nature of Change: *Add Sociology 2501W, 2509W, 3453W, and 3991W as courses that satisfy the writing in the major requirement.*

5. Existing catalog Description of the Major:

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today's questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 2000-level or above are required

Three specific courses are required of all majors: [SOCI 3201](#), [3211Q](#), [3251](#). (Note: Students must take [SOCI 1001](#), [1251](#), or [1501](#) prior to taking [SOCI 3201](#), [3211Q](#), and [3251](#))

Passing [SOCI 3201](#) satisfies the information literacy competency, and passing [SOCI 3211Q](#) satisfies the computer technology competency. To satisfy the writing in the major requirement, students must pass one of the following courses: [SOCI 2301W](#), [2827W](#), [3251W](#), [3307W](#), [3311W](#), [3315W](#), [3351W](#), [3401W](#), [3403W](#), [3407W](#), [3421W](#), [3429W](#), [3451W](#), [3457W](#), [3459W](#), [3471W](#), [3501W](#), [3503W](#), [3511W](#), [3521W](#), [3621W](#), [3651W](#), [3601W](#), [3701W](#), [3703W](#), [3801W](#), [3821W](#), [3841W](#), [3901W](#), [3903W](#), [3905W](#), [3907W](#), [3971W](#), [3996W](#)

At least one course must be taken from the following group: Inequality, Diversity, and Change ([SOCI 2827](#), [3221](#), [3222](#), [3421](#), [3429](#), [3501](#), [3503](#), [3505](#), [3511](#), [3601](#), [3621](#), [3701](#), [3703](#), [3801](#), [3821](#), [3825](#) or [3905](#)).

Twelve additional credits (usually four courses) must be taken from any 2000-level or above courses offered by the department, including those listed above. (Note: No more than three credits of [SOCI 3990](#) can apply to the major).

6. Proposed catalog Description of the Major:

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today's questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 2000-level or above are required

Three specific courses are required of all majors: [SOCI 3201](#), [3211Q](#), [3251](#). (Note: Students must take [SOCI 1001](#), [1251](#), or [1501](#) prior to taking [SOCI 3201](#), [3211Q](#), and [3251](#))

Passing [SOCI 3201](#) satisfies the information literacy competency, and passing [SOCI 3211Q](#) satisfies the computer technology competency. *The writing in the major requirement can be satisfied by passing any 2000- or 3000-level W course in Sociology.*

At least one course must be taken from the following group: Inequality, Diversity, and Change ([SOCI 2827](#), [3221](#), [3222](#), [3421](#), [3429](#), [3501](#), [3503](#), [3505](#), [3511](#), [3601](#), [3621](#), [3701](#), [3703](#), [3801](#), [3821](#), [3825](#) or [3905](#)).

Twelve additional credits (usually four courses) must be taken from any 2000-level or above courses offered by the department, including those listed above. (Note: No more than three credits of [SOCI 3990](#) can apply to the major).

7. Effective Date (semester, year -- see Note R): *immediately*

Justification

1. Why is a change required? *These are all W courses in the Sociology Department that have been approved and taught. Their omission from the list of courses that satisfy the writing in the major requirement seems to have been simply an oversight; in some cases, the courses were developed after the writing in the major requirement was introduced and may not have been submitted separately. The change in language is intended to prevent similar problems from arising in the future if additional W courses are added to our curriculum.*
2. What is the impact on students? *It will be easier for majors to satisfy the writing in the major requirement.*
3. What is the impact on regional campuses? *None*
4. Dates approved by (see Note Q):
 Department Curriculum Committee: March 29, 2012
 Department Faculty: April 2, 2012
5. Name, Phone Number, and e-mail address of principal contact person:
 David L. Weakliem, 860-486-3693, weakliem@uconn.edu

2012-047 Add POLS 3XXX Politics and human rights in global supply chains

1. Date: April 7, 2012
2. Department requesting this course: Political Science (to be Cross listed with Human Rights)
3. Semester and year in which course will be first offered: Spring 2013

Final catalog Listing (see Note A):

POLS 3XXX: POLITICS AND HUMAN RIGHTS IN GLOBAL SUPPLY CHAINS.
Three credits. Open to Juniors or higher. Recommended preparation: POLS 1202 and 1402 and POLS/HRTS 3212

Political and human rights implications of regulating contemporary global supply chains: official regulatory frameworks; non-regulatory approaches to rule-making (such as voluntary corporate codes of conduct and industry standards); social responses to the dilemmas of "ethical" sourcing of goods and services.

POLS 3XXXW: POLITICS AND HUMAN RIGHTS IN GLOBAL SUPPLY CHAINS.

Three credits. ENGL 1010 or 1011 or 3800. Open to Juniors or higher.
Recommended preparation: POLS 1202 and 1402 and POLS/HRTS 3212

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): PolS
2. Course Number (see Note B): 3XXXX
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: POLITICS AND HUMAN RIGHTS IN GLOBAL SUPPLY CHAINS
4. Semester offered (see Note C): Either Semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Political and human rights implications of regulating contemporary global supply chains: official regulatory frameworks; non-regulatory approaches to rule-making (such as voluntary corporate codes of conduct and industry standards); social responses to the dilemmas of "ethical" sourcing of goods and services.

Optional Items

7. Number of Class Periods, if not standard (see Note E): N/A
8. Prerequisites, if applicable (see Note F): Open to Juniors or higher. For the W class, ENGL 1010 or 1011 or 3800
9. Recommended Preparation, if applicable (see Note G): PolS 1202, 1402 and POLS/HRTS 3212
10. Consent of Instructor, if applicable (see Note T) N/A
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): N/A
14. Open to Sophomores (see Note U): NO
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): N/A

Justification

1. Reasons for adding this course: (see Note L)

This new course adds to the content of both Political Science & Human Rights course offerings. It will enhance, in particular, in the development of the newly created Human Rights Major by expanding the offerings on labor rights. It also expands the number of W listings available in both departments.

2. Academic Merit (see Note L):

This course draws upon a wide variety of questions on how human rights policies are created and enforced within the production process, including the enforcement of labor laws, the development of labor-NGO partnerships, the regulation of trade, civic protest on global economic issues, and the role of the international community in regulating manufacturing. Students will respond to weekly discussion sections, write a research paper, and participate in an in-class conference discussing their research findings.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 19 for W section, 45 for non-W.

5. Number and Size of Section: 1

6. Effects on Other Departments (see Note N): Will be cross-listed with human rights. We sent the course to public policy, economics, anthropology, and sociology for their consideration on March 16th. We only got a response from Anthropology. But the readings are designed to emphasize the political side of these questions that are likely to be of interest to other disciplines as well.

7. Effects on Regional Campuses: None

8. Staffing (see Note P): It currently will be taught by Shareen Hertel in political science

9. Dates approved by (see Note Q):

Department Curriculum Committee: March 27, 2012

Department Faculty: POIS: April 2, 2012

HRTS: April 6, 2012

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

Matthew Singer

6-2615

Matthew.m.singer@uconn.edu

2012-048 Cross list POLS 3XXX with HRTS Politics and human rights in global supply chains

Proposal to Cross List Courses

Last revised: March 16, 2005

1. Date: April 7, 2012
2. Department initiating this proposal: POLS, proposing to cross list with HRTS

3. Current Catalog Copy/Copies:

POLS 3XXX: POLITICS AND HUMAN RIGHTS IN GLOBAL SUPPLY CHAINS.
Three credits. Open to Juniors or higher. Recommended preparation: POLS 1202 and 1402 and POLS/HRTS 3212

Political and human rights implications of regulating contemporary global supply chains: official regulatory frameworks; non-regulatory approaches to rule-making (such as voluntary corporate codes of conduct and industry standards); social responses to the dilemmas of "ethical" sourcing of goods and services.

POLS 3XXXW: POLITICS AND HUMAN RIGHTS IN GLOBAL SUPPLY CHAINS.
Three credits. ENGL 1010 or 1011 or 3800. Open to Juniors or higher.
Recommended preparation: POLS 1202 and 1402 and POLS/HRTS 3212

4. Proposed Catalog Copy/Copies:

POLS 3XXX/HRTS 3XXX: POLITICS AND HUMAN RIGHTS IN GLOBAL SUPPLY CHAINS.
Three credits. Open to Juniors or higher. Recommended preparation: POLS 1202 and 1402 and POLS/HRTS 3212

Political and human rights implications of regulating contemporary global supply chains: official regulatory frameworks; non-regulatory approaches to rule-making (such as voluntary corporate codes of conduct and industry standards); social responses to the dilemmas of "ethical" sourcing of goods and services.

POLS 3XXXW/HRTS 3XXXW: POLITICS AND HUMAN RIGHTS IN GLOBAL SUPPLY CHAINS.
Three credits. ENGL 1010 or 1011 or 3800. Open to Juniors or higher.
Recommended preparation: POLS 1202 and 1402 and POLS/HRTS 3212

5. Effective Date (semester, year -- see Note R): Immediately

Justification

1. Reasons for adding this course if it is a new course:
The course was designed to be a cross-listed course by a faculty member with a joint appointment in POLS and HRTS. It will expand the W offerings in both departments, an especially large concern now that HRTS exits as a major.
2. Reasons for cross listing this course: Covers material relevant for both majors.
3. Does the title or course description clearly indicate that the course is appropriate to list under all

headings? X Yes No

E.g. for AASI/SOCI 221 "Sociological Perspectives on Asian American Women", the title of the course clearly indicates that the course will cover topics within the subject fields of Sociology and Asian American Studies. If this is not evident , please explain why the cross listing is appropriate.

4. Other Departments Consulted (see Note N): We sent the course to public policy, economics, anthropology, and sociology for their consideration on March 16th. We only got a response from Anthropology. But the readings are designed to emphasize the political side of these questions that are likely to be of interest to other disciplines as well.

5. Effects on Regional Campuses: None

6. Staffing: currently will be taught by Shareen Hertel

Approvals

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing.

POLS

Department or Program Curriculum Committee: March 27, 2012

Department or Program Faculty: April 2, 2012

Department or Program Head: April 2, 2012

HRTS

Department or Program Curriculum Committee: March 27, 2012

Department or Program Faculty: April 6, 2012

Department or Program Head: April 6, 2012

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

Matthew Singer

6-2615

Matthew.m.singer@uconn.edu

Syllabus

***POLITICAL ISSUES:
POLITICS AND HUMAN RIGHTS IN GLOBAL SUPPLY CHAINS
POLS 2998W (section 001)***

Spring 2012

Location: Monteith 221

Day/Time: MWF 1-2 p.m.

Prof. Shareen Hertel

Office Hours: MWF 11 a.m. - noon

(*use www.advapp.uconn.edu to schedule with Prof. Hertel**)

Office: 108 Monteith Hall

Email: shareen.hertel@uconn.edu

Phone: 860 486-4129

This course explores the politics and human rights implications of regulating contemporary global supply chains. It focuses, in particular, on manufacturing and agriculture. The course analyzes official regulatory frameworks (i.e., international, regional, and national institutions) as well as non-regulatory approaches to rule-making, such as voluntary corporate codes of conduct and industry standards. Finally, the course analyzes a range of social responses to the dilemmas of "ethical" sourcing of goods and services. Designed for upper level undergraduate students with a solid grounding in international relations and comparative politics, this is a writing-intensive course.

All students who enroll in this course are assumed to have read the Academic Misconduct section of the Student Conduct Code regarding such matters as plagiarism and cheating on examinations. If there are any students in this class who have special needs because of learning disabilities or other kinds of disabilities, please discuss these with the professor and Center for Students with Disabilities within the first week of class.

Logistics: The following books will be read entirely for the course are available for purchase at the UConn Co-Op:

Pietra Rivoli, *The Travels of a T-Shirt: An Economist Examines the Markets, Power, and Politics of World Trade* (Hoboken, NJ: John Wiley & Sons, 2009, 2nd edition).

Robert Paarlberg, *Food Politics: What Everyone Needs to Know* (New York: Oxford University Press, 2010).

All other readings for the course are available through HUSKYCT.

Requirements:

1) A **final research paper** (20 pages, not including bibliography) will be *due on the last day of class, no extensions*. The following are deadlines for key elements of the paper:

- February 3: one paragraph “topic statement” due at the BEGINNING of class
- February 20: abstract, outline, working bibliography due at the BEGINNING of class
- March 26: first draft of papers due at the BEGINNING of class
- April 2: second draft of papers due at the BEGINNING of class
- April 27: final draft of papers due at the BEGINNING of class

These are firm deadlines; there are NO extensions. Students should focus the paper on a specific product or industry and related institutional and regulatory dilemmas. The paper should combine theory and empirical materials; it should be based on scholarly sources.

2) A “**mini-conference**” will be held during the last three sessions of class; students are expected to prepare individual conference presentation (5 minutes long) using multi-media and/or handouts, focused on their paper topic. Students will be divided into panels and will present in succession; the instructor will assign panels based on the topics chosen by students. Class discussion will follow each panel. *Participation in this in-class conference is mandatory and should be taken seriously; your course participation grade is derived, in part, from your participation in the conference.*

3) **Weekly discussion questions:** The professor will post **weekly study questions** on HUSKYCT; please use these to prepare for class. Your class participation grade will derive, in part, from your engagement in discussion around these questions.

Course grades are calculated as follows:

Course participation:	10% of final grade
Topic statement	2.5% of final grade
Abstract, outline, working bibliography	2.5% of final grade
First draft:	15% of final grade
Second draft:	20% of final grade
Final draft:	45% of final grade
Final exam:	5% of final grade

INTRODUCTION

Wednesday, January 18

UNDERSTANDING THE BASICS: Key concepts and institutions

Friday, January 20

Timothy J. Sturgeon, "How Do We Define Value Chains and Production Networks?" in Gary Gereffi and Raphael Kaplinsky, co-editors. *The Value of Value Chains: Spreading the Gains from Globalisation*, Special

issue of the *IDS Bulletin* 32, 3 (July 2001), Brighton, UK: Institute of Development Studies at the University of Sussex. Available in HuskyCT, under "Course Readings."

Monday, January 23

Please review documents on the main webpage of the the International Labour Organization (ILO) "Helpdesk for Business on International Labour Standards." Available in HuskyCT under "Course Weblinks." ALL students should come with written responses to the Discussion Questions for this session's readings.

Wednesday, January 25

Class session on fundamentals of writing a research papers (includes discussion of the requirements for the research paper due in this course).

Friday, January 27

Library research & information session with Steve Batt (Reference Librarian)

GO DIRECTLY to Babbidge Library, Second Floor Electronic Classroom

Monday, January 30

Layna Mosley and Saika Uno, "Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights," *Comparative Political Studies* 40, 8 (2007): 923-948. Available in HuskyCT under "Course Readings."

Mosely, Layna. "Free Trade Can Lift Labor Standards Abroad," *The New York Times*, 27 October 2011. Available in HuskyCT under "Course Readings."

Wednesday, February 1

Richard Locke, Matthew Amengual, and Akshay Mangla. "Virtue out of Necessity? Compliance, Commitment, and the Improvement of Labor Conditions in Global Supply Chains," *Politics & Society* 37, 3 (2009): 319-351. Available in HuskyCT under "Course Readings."

**** HR Film Series: "Blood in the Mobile" (Konover Auditorium/Dodd Center, 4 p.m.)**

Friday, February 3

In class discussion of "Blood in the Mobile" (Film).

**** One paragraph "topic statement" due at the beginning of class. ****

POLITICAL ECONOMY APPLIED: The Manufacturing sector

Monday February 6

Marsha A. Dickson, Suzanne Loker, and Molly Eckman. "Key Stakeholders for Social Responsibility" (Chapter 5), *Social Responsibility in the Global Apparel Industry* (New York: Fairchild Books/Conde Nast, 2009), Pages 129-162. Available in HuskyCT under "Course Readings."

Wednesday, February 8

Mark Anner, "Workers' Power in Global Value Chains: Ending Sweatshop Practices at Russell, Nike, and Knights Apparel," in *Transnational Trade Unionism: New Capabilities and Prospects*, eds. Peter Fairbrother, Marc-Antonin Hennebert, and Christian Lévesque (New York: Routledge, Taylor & Francis - forthcoming). Available in HuskyCT under "Course Readings."

Friday, February 10

In class session on Abstract Writing (with Writing Center staff).

Monday, February 13

Rivoli, *Travels of a T-Shirt*, Chapters 1, 2, 3 and 4.

Wednesday, February 15

Shareen Hertel "The Paradox of Partnership: Assessing New Forms of NGO Advocacy on Labor Rights." *Ethics & International Affairs* 24, 2 (Summer 2010): 171-189. Available in HuskyCT under "Course Readings."

Friday, February 17

In class peer review exercise (in small groups -- i.e., organized by panels).

Monday, February 20

Rivoli, *Travels of a T-Shirt*, Chapters 5-6 (pages 77-104).

**** Abstract, outline, and working bibliography due at the BEGINNING of class ****

Wednesday, February 22

Rivoli, *Travels of a T-Shirt*, Chapters 7-8 (pages 105-139)

Friday, February 24

Julie Elkins and Shareen Hertel, "Sweatshirts and Sweatshops: Labor Rights, Student Activism, and the Challenges of Collegiate Apparel Manufacturing," in *In Our Own Backyard: Human Rights in the USA* (Philadelphia, PA: Univ. of Pennsylvania Press). Available in HuskyCT under "Course Readings."

Monday, February 27

Guest lecture by Bill Simpson (Director, UConn Co-Op)

POLITICAL ECONOMY APPLIED: The Agricultural Sector

Wednesday, February 29

Paarlberg, *Food Politics*, Chapters 1, 3, 9

Friday, March 2

Paarlberg, *Food Politics*, Chapters 10, 11, 12

Monday, March 5

Guest lecture by Dennis Pierce (Director, UConn Dining Services)

Wednesday, March 7

Deborah Barndt, "Across Space and through Time: Tomatl Meets the Corporate Tomato" (Chapter 1), *Tangle Routes: Women, Work and Globalization on the Tomato Trail* (Lanham, MA: Rowman & Littlefield, 2008). Pages 8-62. Available in HuskyCT under "Course Readings."

**** HR Film Series: "China Blue" (Konover Auditorium/Dodd Center, 4 p.m.)****

Friday, March 9

Stacy Tessier, "Rethinking the Food Chain: Farmworkers and the Taco Bell Boycott," *Journal of Developing Societies* (2007), vol. 23, issues 1-2: 89-97. Available in HuskyCT under "Course Readings."

WEEK OF MARCH 11 – SPRING BREAK; NO CLASS

Monday, March 19

Paarlberg, *Food Politics*, Chapters 13-14.

Wednesday, March 21

Michigan State University Extension (Deliberative Dialogue Series). *The Rising Cost of Food: What Is Our Food Future?* (East Lansing, MI: MSU, 2009). Available in HuskyCT under "Course Readings."

Friday, March 23

In-class viewing/discussion of "Food, Inc." (film)

INSTITUTIONAL REFORM: Governing global supply chains

Monday, March 26

**** First draft of papers DUE at the BEGINNING of CLASS ****

John Humphrey and Hubert Schmitz, "Governance in Global Value Chains," in Gary Gereffi and Raphael Kaplinsky, co-editors. *The Value of Value Chains: Spreading the Gains from Globalisation*, Special issue of the *IDS Bulletin* 32, 3 (July 2001), Brighton, UK: Institute of Development Studies at the University of Sussex. Available in HuskyCT under "Course Readings."

Wednesday, March 28

Kimberly Ann Elliott and Richard B. Freeman, "Globalization versus labor standards?" (Chapter 1, pages 7-25) in *Can Labor Standards Improve Under Globalization* (Washington, DC: Peterson Institute for International Economics, 2003). Available in HuskyCT under "Course Readings." [Note: this particular reading cannot be printed out, for copyright reasons, so please read it online; all other readings in the course can be printed out.]

Friday, March 30

In class peer review exercise (in small groups -- i.e., organized by panels).

Monday, April 2

Catherine S. Dolan and Meenu Tewari, "From What We Wear to What We Eat: Upgrading in Global Value," in Gary Gereffi and Raphael Kaplinsky, co-editors. *The Value of Value Chains: Spreading the Gains from Globalisation*, Special issue of the *IDS Bulletin* 32, 3 (July 2001), Brighton, UK: Institute of Development Studies at the University of Sussex. Available in HuskyCT under "Course Readings."

**** Second draft of papers, due at the beginning of class****

Wednesday, April 4

Rivoli, *Travels of a T-Shirt*, Chapters 9-12 (pages 141-212)

**** See also: April 5, HR Film Festival, "La Cosecha"
(4 p.m. Konover Auditorium/Dodd Center)****

Friday, April 6

Rivoli, *Travels of a T-Shirt*, Chapters 13-15 (pages 213-256).

Monday, April 9

Anderson, Molly. "Rights-based Food Systems and the Goals of Food Systems Reform," *Agriculture and Human Values* 25, 4 (December 2008): 593-608.

Wednesday, April 11

Individual sessions with Prof. Hertel to discuss second drafts

Friday, April 13

In class small group preparation for mini-conference (i.e., with panels).

Monday April 16

"Mini-conference on Globalization: Student Perspectives"

Introductory remarks, Prof. Hertel

Paper presentations and discussion

Panel 1 = 3 students @ 10 minutes/each plus 10 minutes general discussion

Wednesday, April 18

Paper presentations and discussion

Panel 2 = 4 students @ 10 minutes/each plus 10 minutes general discussion

Friday, April 20

Paper presentations and discussion

Panel 3 = 4 students @ 10 minutes/each plus 10 minutes general discussion

Monday, April 23

Paper presentations and discussion

Panel 4 = 4 students @ 10 minutes/each plus 10 minutes general discussion

Wednesday, April 25

Paper presentations and discussion

Panel 5 = 4 students @ 10 minutes/each plus 10 minutes general discussion

Friday, April 27

Concluding session - wrap-up and course evaluation

FINAL PAPERS DUE in CLASS

Final Exam:

TBA

Reports of Committees

Study Abroad ad hoc committee on Study Abroad Accreditation. Sub-committee report.

UConn Study Abroad has three types of programs. In the first, such as in London, Florence and some other places, UConn faculty teach or supervise classes in such a way as to maintain UConn standards, and our students can transfer their classes like a regular class with UConn credits and grades that count towards the degree. A second type of program is governed by agreements between institutions, the nature of which varies. The vexation is that, under a statement in the University Senate By-laws¹, a third activity essentially allows the transfer of any course credit, together with its grade, for any classes taught at foreign universities, including those whose standards are not controlled by members of the UConn faculty or are unknown to UConn faculty. Our normal Transfer Credit program at UConn only transfers credits, and NOT grades². This means that a course at Yale would not transfer with its grade, but a course from, say, *Tasmania* taught by an unknown faculty member would transfer both credits and a grade.

Recommendation: It seems self-evident that the Study Abroad program at UConn should conform to the same rules that UConn uses to transfer credit from domestic institutions: it should give graded credit only for Study Abroad programs for which academic standards are determined by, or directly supervised by, UConn faculty. The logical inconsistency in the By-laws that allows transfer of both credit and grades for all Study Abroad courses should be eliminated by incorporation of wording to ensure the use of traditional transfer credit practices for courses that are not supervised by our faculty.

We have looked at a couple of other universities, and they are not so generous at awarding grades to study abroad classes. Two examples are Eastern Connecticut State University³ and Duke University⁴

¹ Senate by-laws: <http://policy.uconn.edu/wp-content/uploads/2012/03/SenateBylaws20120326.pdf> "It is expected that advanced course work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through the University's Study Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence."

² Transfer admission rules: <http://transfer.uconn.edu/guidelines.htm>, and Transfer of Credit quoted from Senate By-laws: "Students whose records are acceptable may be admitted from other collegiate institutions having requirements similar to those of the University of Connecticut. The number of transfer credits such students receive depends upon the character, quantity, and quality of the work they have done. Each applicant for admission with advanced standing must present a complete official transcript of all work, which he or she has previously taken at other colleges or secondary schools.

Transfer credit will be given only for courses in which the student earned a "C" grade or higher (2.0 on a 4.0 scale). Transfer students shall be required to meet the scholastic standards of their semester classification. The grade point average of transfer students will be computed on the work taken at the University of Connecticut only."

³ Eastern Connecticut State University: <http://www.easternct.edu/internationalstudyabroad/about.html>: "Credits earned abroad will count as transfer credits and they will not be calculated in the GPA. "

⁴Duke University: <http://psychandneuro.duke.edu/undergraduate/study-away> Study Away: If you plan to take psychology courses elsewhere, you must have them approved in the Undergraduate Studies Office and your Dean's Office prior to leaving campus. Only two psychology courses taken off campus while you are a Duke student may count towards the major; others may count towards the total of 34 credits needed for graduation. If you hope to have courses taken elsewhere count for credit in Psychology, bring a Tentative Approval Form to the DUS for signature. For study abroad, obtain the forms from the Office of Global Education for Undergraduates <http://studyabroad.duke.edu/> for study at other institutions within the U.S., you may receive transfer credit, but not a grade. For courses not in Duke administered programs abroad (e.g. "Duke in France," etc.). The course numbers will be 888 for any lower-level courses and 999 for upper-level courses. Some courses which have exact equivalents at Duke will also be given credit for that equivalent course, but not a grade. You may receive credit and a grade for courses in Duke administered programs abroad (e.g. "Duke in France," etc.). For exact equivalents, you will receive credit for that course. For non-equivalent courses you may receive XXXX for lower-level courses, and XXX for upper-level courses. A separate suffix will be given to each of these standard course numbers. All forms should be signed by a Director of Undergraduate Studies and your Dean before you leave campus to take the course.

Recommendation: It is suggested that the Study Abroad program form a faculty governing board, chaired and composed of faculty, that not only oversees the individual programs abroad, as at present, but also has an additional committee to oversee Curricula and Courses-related issues. Such a C&C committee, chaired and composed of faculty, would coordinate both individual course approvals for credit and all existing and new agreements with universities abroad. Such coordination would include review by the relevant UConn departments. Following this approval process, decisions would be submitted for approval to the School or College C&C committees that are relevant to the course(s) or programs under consideration. This would be analogous to the C&C committees of UConn Schools and Colleges that oversee C&C issues in departments and programs. Further, existing agreements should be reviewed to determine their level of conformity with UConn faculty standards and eligibility for both credit and grade transferability.

Other points concerning these matters:

The study abroad accreditation issue is of present concern, because Study Abroad administrators are asking all Schools and Colleges to create catch-all courses in departments, XXXX 1193, etc and on up to higher levels, to hold credit for Study Abroad where an equivalent UConn course does not match. As this also transfers grades, according to the above-mentioned section of current UConn Senate By-laws, the transfer of grades for these courses raises serious questions about academic standards represented by our degrees.

It is further apparent that it is not appropriate to transfer grades from a university abroad no matter how good, when we do not do the same for US universities.

It has been suggested that Study Abroad courses not supervised by UConn faculty be S/U graded, but this argument is not compelling in the face of the present practice of giving no grades whatsoever for transfer credits through the Transfer Credit office. Why do this for courses taken abroad but not for courses taken at domestic universities and colleges?

Further, it is observed that while there may be arguments related to recruitment into the Study Abroad program, which in some respects may be related to tuition paid by students, such arguments should not in any way supersede the standards of the university presently defended by the longstanding Transfer Credit System.

Respectfully Submitted in this Draft 2 form by an ad hoc committee of the CLAS C&CC.

Robert Henning; Richard Rockwell; Robert G Michel (Chair)

Old Business

New Business

Accreditation of graduate classes, including special topics.

There have been a number of enquires about whether or not we should accredit graduate classes.

New Business Carried over from last meeting.

The following new business is carried over and is an exact duplicate of the new business from the March 20th meeting, as there was insufficient time to consider it then.

Undergraduate Catalog files are ready for review:

http://web.uconn.edu/changecatalog/catalog_files.htm. Please look at all of the files that pertain to your department. The information should now be current and include every change that received its final approval by the end of December. You may notice that there are many red notations that warn about approvals that were never finalized in the Senate. We have a record number of those this year.

After your review, the red will be removed and the blue text will be changed to black as the document becomes ready for publication. The changes with red notations will NOT be included in the 2012-2013 Undergraduate Catalog.

Please check major and minor requirements as well as courses. There were a number of departments that did not submit faculty list changes this year. If you do have changes, please send them to me immediately. Concerns, questions, and corrections must be sent to me by Monday, March 26th.

Do not be concerned about problems in pagination and format as these will be changed at the end of the process.

Please respond directly to marianne.buck@uconn.edu.

Assistant Registrar, Publications and Web: (860) 486-5948

Websites: <http://www.registrar.uconn.edu>, <http://www.catalog.uconn.edu>,

<http://web2.uconn.edu/ferpa>, <http://web2.uconn.edu/registrarreport>,

<http://classrooms.uconn.edu>, <http://web2.uconn.edu/changecatalog>

Incentives for online courses – memo from the Dean to Department Heads

Dated ~ Feb. 20th, 2012: From Dean to Department Heads

Dear All,

I'm writing to you to update you on the status of the online initiative and to call on you for your assistance in finally generating some serious momentum in this area. As you know, Sally Reis has been devoting considerable time and effort in trying to understand how we might get a significant number of our highly-subscribed courses online. I think she's come up with an incredibly good deal in terms of incentives, and I think we'd be fools not to take her up on it.

Please read this whole note before taking any action; there are a few "catches" at the end.

The primary objective of this first round is to get a lot of our big courses offered online THIS SUMMER. As you all know, summer courses have proved a key source of discretionary income for many of our departments and moving these courses online greatly expands their potential market. It also lays the groundwork for further developments in the online arena.

To achieve this, Sally has a very specific list of courses that she wants put on-line as part of this round for this summer:

Math 1070Q (already offered on line 4 years ago); and

Math 1020Q, 1060Q, 1011Q, 1071Q, 1131Q, 1132Q, 1125Q

Sociology 1001, that was taught on-line by Ralph McNeal in the summer of 2004-2006.

Communications 1000

Chem 2443

Philosophy 1101 and 1104

Linguistics 1010

Spanish 1001 and 1003

HDFS 1070

POLS 1002 and 1402

History 1501

WS 1105

To achieve this, the Provost's office is offering the following incentives:

for a faculty member to begin, immediately, to develop a course to be offered online this summer -- \$7500 to the faculty member in additional compensation, plus \$5000 to the department in discretionary funds. In addition, the faculty member will be offered the opportunity to teach the course this summer under the usual summer terms, and the department would receive the usual profit sharing for that opportunity.

In addition the provost's office will supply help from an instructional designer who can provide technical assistance.

Note that ONLY THESE COURSES are eligible, and they are eligible only if the faculty member agrees to follow the general structural standards recommended by the instructional designer. In other words, the faculty member has to play by a certain set of very general best-practice standards in putting the course on line.

We now have an "intellectual property" agreement for online courses under which the faculty member and the university both hold copyright for the materials. Individuals will need to sign this agreement; but I think it's extremely reasonable.

Thanks, Jeremy

Jeremy Teitelbaum, Ph.D.

Professor of Mathematics and Dean

Evaluation of online courses – pilot version

This is the pilot version of the Survey of Courses and Teaching for Online Courses. Numbered items in black are common to this pilot instrument and the newest Survey of Courses and Teaching form. Items highlighted in yellow are new and unique to the pilot instrument. Items in bold following each section are in the existing SCT but have been excluded from this pilot. Item 6 in italics is a revision of item 6 as it is in the existing SCT.

II. A. Questions about the INSTRUCTOR:

Please respond to the questions about the instructor using this scale:

1. The instructor presented the course material clearly.
2. The instructor responded to the questions adequately.
3. The instructor stimulated interest in the subject.
4. The instructor showed interest in helping the students learn.
5. The instructor gave clear assignments.
6. The instructor gave useful feedback. {Revision to existing, removed “on my performance”}
7. The instructor returned graded work in a reasonable amount of time.
8. The instructor treated all students with respect.
9. The instructor graded fairly.
10. The instructor responded adequately to the unique needs of distance learners. {New }
11. The instructor created an effective distance learning environment. {New}
12. What is your overall rating of this instructor’s teaching?

EXCLUDED FROM PILOT:

The instructor was well prepared for class.

The instructor was accessible to students.

The instructors teaching methods promoted student learning.

II. B. Questions about the COURSE:

13. The course content was well organized.
14. The course objectives were clear.
15. The course objectives were met.
16. The pace of the course seemed appropriate.
17. Assessments (quizzes, posts, learning activities, projects) were effective in measuring course objectives. {New}
18. The on-line course materials were well organized. {New}
19. The on-line class was easy to navigate. {New}
20. The on-line class provided opportunities for student to student interaction. {New}
21. The on-line interaction with other students promoted student learning. {New}
22. What is your overall rating of the course.

EXCLUDED FROM PILOT:

The methods of evaluating student learning seemed appropriate.

The course content was well organized.

The textbook made a valuable contribution.

The other course materials made a valuable contribution.

Policy on student workload – credit hour

This following policy has been promulgated by the Office of the Provost, Jan. 1, 2012 and applies to all students:

CREDIT HOUR

(Including Standard Classroom Scheduling Patterns and Workload Expectations)

REASON FOR POLICY

A University-wide credit policy is required by the University of Connecticut’s regional accrediting body, New England Association of Schools and Colleges (NEASC). This accreditation ensures students eligibility for federal financial aid. Moreover, a standard credit policy allows instructors and students to understand and plan the meeting periods, the course requirements and expectations – both in time investments and workload – for 1-5 credit courses.

I. General Policy:

1. For all enrollment periods and for all courses, the hours of instructional time for a course normally will equal at least the number of credits for the course times the number of weeks the course is offered. In the majority of cases, this would mean the number of instructional hours per week would equal the number of credits for the course, but the instructional hours need not be spread out evenly by week.
2. Instructional time is defined for these purposes as scheduled instruction by an individual appointed for that purpose by the department or faculty member, including faculty members, graduate teaching assistants, teaching specialists, or, in unusual instances, advanced undergraduates. Instructional time does not typically include office hours or casual or informal time spent with students.
3. Course proposals must justify a schedule that includes fewer total instructional hours than the number of credits for the course times the number of weeks the course is offered; instructional hours of all types equal to or in excess of at least one hour per week per credit, on average, need not be justified.
4. College and campus curriculum committees and other approving bodies (e.g., the Council of Deans) must consider the instructional hours in reaching a decision on whether to approve a proposed course; such bodies should normally reject course proposals which have fewer instructional hours than the number of credits times the number of weeks the course is offered, barring significant evidence that reduced instructional contact hours are appropriate.
5. Explicitly exempted from this standard are research seminars, studio courses, clinical experiences, distance learning courses, independent study, directed study or readings or field work, directed research, internships and practicums, honors thesis credits, and other experiences faculty offer to students outside the normal laboratory or classroom setting (many of which include activities beyond the physical boundaries of the campuses).

II. Standard Classroom Scheduling Patterns:

MWF (A times)	8:00-8:50 a.m.	9:00-9:50 a.m.	10:00-10:50 a.m.
	11:00-11:50 a.m.	12:00-12:50 pm	1:00-1:50 p.m.
	2:00-2:50 p.m.	3:00-3:50 p.m.	4:00-4:50 p.m.

TR (B Times)	8:00-9:15 a.m.	9:30-10:45 a.m.	11:00-12:15 p.m.
	12:30-1:45 p.m.	2:00-3:15 p.m.	3:30-4:45 p.m.

One Credit Classes

One credit classes will meet for approximately 12 hours during a semester with one of the following schedules:

- Meet for one standard hour per week, begin at a standard "A" class meeting time, and meet for one class period.
- Meet twice per week, and follow the rules for two-credit classes; or
- Meet three times per week, and follow the rules for three-credit classes.

Two Credit Classes

Two credit classes will meet for approximately 24 hours during a semester with one of the following schedules:

- Meet twice per week, begin at a standard "A" class meeting time, and meet for one class period, or
- Meet once per week, begin at a standard "A" class meeting time, and last two class periods.

Three Credit Classes

Three credit classes will meet for approximately 36 hours during a semester with one of the following schedules:

- Meet three times per week on MWF, begin at a standard "A" class meeting time, and meet for one class period; or
- Meet twice per week, use the standard "B" class meeting times, and meet on Tuesdays and Thursdays only; or
- Meet once per week, use the standard "A" start time, and last three class periods.

Four Credit Classes

Four credit classes will meet for approximately 48 hours during a semester with one of the following schedules:

- Meet four times per week, begin at a standard "A" class meeting time, or
- Meet twice per week for two hours, begin at a standard "A" time, and last two class periods; or
- For lecture/laboratory or lecture/discussion courses with three hours of lecture time, the lecture component follows the schedule for three-credit courses and the discussion component follows the schedule for one-credit classes.

Five Credit Classes

Five credit classes will meet for approximately 60 hours during a semester with one of the following schedules:

- Meet five times per week, begin at a standard "A" class meeting time, meet for one class period, and meet MTWThF.
- For lecture/laboratory or lecture/discussion courses with three hours of lecture time, the lecture component follows the schedule for three-credit courses. For lecture/laboratory or lecture/discussion courses with four hours of lecture time, the lecture component follows the schedule for four-credit courses and the discussion component follows the corresponding one- or two-credit schedule.

Workload Expectations:

Workload expectations in this policy are an estimate of the amount of work needed for an average student to earn an average grade, but course grades are based on the quality of the work submitted, not on hours of effort.

A. Undergraduate Students

1. **Student workload expectations per undergraduate credit.** For fall and spring semester, one credit represents, for the average University undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the semester, in order to complete the work of the course to achieve an average grade. Thus, enrollment for 15 credits in a semester represents approximately 45 hours of work per week, on average, over the course of the semester.
2. **Exceptions to undergraduate workload standard.** Professional norms and the nature of the academic work may necessitate spending more than three hours of work per week on average. For example, clinical experiences, some laboratory work, and some studio activities may require more than an average three hours per week. Demands on the student in excess of the average of three hours per credit per week are permissible with college approval and with appropriate notification to the student of the amount of work expected for the course or educational experience (e.g., in class schedules, bulletins, or syllabi).
3. **Student workload statement required for undergraduate courses.** All proposals for undergraduate courses must include a student workload statement demonstrating how the course conforms to the student workload expectations in sections (a) and (b). College and campus curriculum committees and other approving bodies (e.g., the Council of Deans) must consider the student workload statement in reaching a decision on whether to approve a proposed course.

B. Graduate School and Professional School Students

It is expected that the academic work required of Graduate School and professional school students will exceed three hours per credit per week.

C. All Students

1. For courses using one course number that enroll both undergraduate and graduate/professional students, workload expectations may be different for the two.
2. When a course is offered at two levels (e.g., 1xxx/3xxx or 3xxx/5xxx), workload expectations will differ for the students enrolled at different levels.

3. Instructional units should periodically review course syllabi to determine whether the number of course credits is appropriate for the expected student workload.

DEFINITIONS (IF APPLICABLE)

Average Grade: According to the University Catalog, an average grade (C) represents achievement that meets the course requirements in every aspect.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University Laws and By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Conduct Code.

SOURCE

This policy was adapted with consent from three University of Minnesota policies: (1) *Instructional Time per Course Credit*, (2) *Class Scheduling*, and (3) *Expected Student Academic Work per Credit*.