

College of Liberal Arts and Sciences, Committee on Curricula and Courses, Agenda October 2nd, 2012

Selection of the secretary – Richard Rockwell volunteered before the meeting.
 Minutes of the meeting of April 24th, 2012 – approved by email ballot by April 27th, 2012
 Agenda of September 11th meeting – postponed to October 2nd, 2012.
 Order of business for 2012/13
 Report of the Chair:

- Proposals approved by the Chair before the meeting
- New proposals submitted for consideration

 Reports of committees - none
 Old business:
 New business:
 Adjournment until 3:30 PM October 16th, 2012, ROWE 130.

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Proposals Approved by the Chair before the meeting

2012-028 Change AFAM Major – typographical error

Editorial change – the already required course in the Major AFAM 4994W was typographically omitted in the description of the Major as approved in the minutes of the March 20th, 2012 meeting. The words “and in their senior year AFAM 4994W” have been put back into the description of the Major as “All majors must take AFAM 3211, **and in their senior year AFAM 4994W**”. See the minutes of the March 20th, 2012 meeting for further context. This change has already been updated in the present catalog, by the registrar. Thanks to Marianne Buck for spotting this error.

2012-061 Change English Minor

1. Date submitted: April 23, 2012. Date approved by Chair: April 23, 2012
2. Department requesting this change: English
3. Title of Minor: English
4. Nature of Change: editorial. The addition of 2011 to the exception rule of point 3 of the minor. 2011 is the new Honors Composition (Freshman English) course.

5. Existing catalog Description of the Minor:

Students wishing to complete this minor must take at least 15 credits of English courses at the 2000-level or above, including:

1. At least one of [ENGL 2100](#) (or English Honors [3805W](#) or [3807W](#)) and [ENGL 2101](#) (or English Honors [3809W](#) or [3811W](#));
2. At least one of [ENGL 2201/W](#) (or English Honors [3801W](#)) and [2203/W](#) (or Honors [3803W](#));
- and
3. Any three other English courses at the 2000-level or above, with the following exceptions: [3010W](#), [3091](#), [3693](#), and [3800](#).

The minor is offered by the [English Department](#).

6. Proposed catalog Description of the Minor:

Students wishing to complete this minor must take at least 15 credits of English courses at the 2000-level or above, including:

1. At least one of [ENGL 2100](#) (or English Honors [3805W](#) or [3807W](#)) and [ENGL 2101](#) (or English Honors [3809W](#) or [3811W](#));
2. At least one of [ENGL 2201/W](#) (or English Honors [3801W](#)) and [2203/W](#) (or Honors [3803W](#));
- and
3. Any three other English courses at the 2000-level or above, with the following exceptions: [2011](#), [3010W](#), [3091](#), [3693](#), and [3800](#).

The minor is offered by the [English Department](#).

7. Effective Date Fall 2012

Justification

1. Why is a change required? English 2011, which is the new Freshman English (composition) Honors course has been added at the 2000-level. To avoid confusion for students, it needs to be clear that this course cannot count toward the minor.
2. What is the impact on students? Students will implicitly understand that as 2011 fulfills the

freshman English requirement it cannot count toward a minor or major. The rule needs to be explicitly stated.

3. What is the impact on regional campuses? n/a (English 2011 not offered at the regionals)

4. Attach a revised "Minor Plan of Study" form. See the pdf of the English Minor Plan of Study.

5. Dates approved: dept. C&C : 12/1/10 (N.B.: I am listing the dates for ENGL 2011's approval, since ENGL has understood from the course's inception that 2011 would not count toward either the major or minor.) Department Faculty: 12/10/10

6. contact person: Margaret Breen, 6-2873, Margaret.Breen@uconn.edu

Special Topics Course Approved by the Chair

2012-064 MATH 3795 Actuarial Case Studies using SAS

1. Date of this proposal: **09/10/2012**
2. Semester and year this xx95 course will be offered:
Fall 2012 (to be repeated in Spring 2013)
3. Department: **Mathematics**
4. Course number: **Math 3795**
and Title proposed: **Actuarial Case Studies using SAS**
5. Number of Credits: **1 credit**
6. Instructor: **Marianne Purushotham**
7. Instructor's position: Adjunct Faculty (to be appointed) – Her qualifications:
She has worked in the insurance industry for over 20 years. Her experience has mainly focused on pricing and product development of life and annuity retail products as well as the valuation of life, annuity, disability income and long-term care insurance products. Most recently she worked for an actuarial consulting firm where her responsibilities included lapse, mortality, longevity and morbidity experience studies to support pricing and valuation assumptions setting, applications of predictive modeling to mortality and lapse experience analysis, and review of the analysis to support new capital regimes including Solvency II. She has used SAS extensively in several of these areas. In addition, over the past few years, she has worked with students at the UConn Actuarial Center on insurance industry experience studies for the Society of Actuaries using SAS software to perform all analysis work.
8. Has this topic been offered before? **No** If yes, when?
9. Is this a () 1st-time, () 2nd-time, () 3rd-time request to offer this topic?
10. Short description: **Design, Development, testing and implementation of solutions to problems in actuarial science using SAS.**
11. Please attach a sample/draft syllabus to first-time proposals. **See draft syllabi below.**
12. Comments, if comment is called for: **We consulted the Statistics Department and receive their approval.**
13. Dates approved by (see Note Q): Department Curriculum Committee: **9/4/2012**
Department Head: **9/10/2012**
14. principal contact person: **David Gross, 486-1292, david.gross@uconn.edu.**

Syllabus

Actuarial Case Studies Using SAS

1. High Level Overview of Applications of Actuarial Science
 - Current applications – in both life and property-casualty lines
 - Data manipulation and analysis
 - Mortality, Morbidity and Persistency Experience studies (mostly life lines)
 - Predictive modeling (used most extensively by property casualty lines but new applications on the life side are growing)
 - Capital Requirements Analysis (economic capital, Solvency II, etc.)
 - Others

2. Introduction to SAS Basics for Actuarial Science
Review with the class the basics of SAS for PCs including those procedures and functions most often used in current industry applications.
3. Case Study #1 – Morbidity Experience Studies using SAS
 - Discuss approaches used by companies to perform product experience studies in detail with class. Include discussion of examples of reports produced by the SOA in different areas for different products.
 - Give examples of the importance of these studies to individual companies and the industry as a whole (CSO table development, principles based reserving, pricing, GAAP and Stat reserving, etc.)
 - Break class into small groups (size will depend on number of students signing up) and assign a project to perform a small morbidity study for individual disability income products.
4. Case Study #2 – Predictive Modeling for Underwriting and Mortality Assumption Setting using SAS
 - Discuss approaches used by companies to better understand mortality results and potentially modify underwriting practices using predictive modeling.
 - Discuss predictive modeling at a high level including the models/approaches used in the industry in practice.
 - Give specific industry examples of the use of predictive modeling in experience analysis and decision making.
 - Break class into small groups (size will depend on number of students signing up) and assign a project to perform a predictive modeling exercise which will inform decisions regarding changes to a life insurance product experience assumption as well as decisions regarding changes in the underwriting guidelines for the product.
5. Case Study #3 – Determining Tail Expectation Assumptions for Determining Required Capital and Surplus Levels using SAS (*if time permits*)
 - Discuss approaches used by companies to meet capital and surplus determination requirements.
 - Give specific industry examples including economic capital and Solvency II initiatives.
 - Break class into small groups (size will depend on number of students signing up) and assign a project to perform a modeling exercise that will be used to inform decisions regarding a company's required capital levels.

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Instructor Resume: Marianne Purushotham, FSA, MAAA**Experience**

2008-2012 LIMRA International Windsor, CT

Corporate Vice President

Responsible for insurance and retirement product research including development of an experience analysis and predictive modeling research program.

2008-2012 Towers Watson Hartford, CT

Senior Consultant

Provide project management, review and oversight for various insurance, banking and other financial services industry client initiatives including:

- Term life and AXXX block securitizations
- Insurance company solvency examinations for life, annuity, individual disability, and long-term care insurance blocks
- Statutory and GAAP reserve reviews for life and health insurance products
- Implementation of new modeling techniques to speed up run time for stochastic processes including VACARVM calculations
- Traditional Embedded Value/Market Consistent Embedded value assumption review
- Experience analysis development and support for SOA initiatives including an IDI industry morbidity study and valuation table development project as well as a study of life and annuity mortality improvement. These projects involved management of actuarial students from the UConn Actuarial Center to perform project work
- Product development strategy support including GWB wrappers for mutual funds
- Principles based capital and reserve implementation work including serving on the American Academy of Actuaries C3 Life and Annuity Working Group

2000-2008 LIMRA International Windsor, CT

Research Actuary

- Managed the individual life insurance, disability income insurance and long-term care insurance industry persistency studies conducted in collaboration with the Society of Actuaries.
- Developed and directed a program of research specific to the individual life insurance product line. Studies focused on product design and development as well as best practices for operational areas supporting the individual life insurance business.
- Facilitated industry study groups for member companies including the Individual Life Insurance Study Group and the Reinsurance Study Group.
- Presented market data and/or facilitate industry discussions for LIMRA member companies on a regular basis.
- Facilitate life and annuity product planning sessions for member companies based on LIMRA studies and industry data.

1998-2000 MassMutual Life Insurance Company Hartford, CT

Actuary

- Responsible for individual disability insurance financial reporting, valuation and strategic planning functions.
- Managed staff of 8 actuarial analysts.
- Directed implementation of new pricing and modeling system (TAS) for both new and in force individual disability insurance business.
- Represented individual disability product line at quarterly corporate profitability and planning meetings.

1991-1998 New England Financial Boston, MA
Associate Actuary

- Priced variable and fixed individual annuity products.
- Implemented new pricing system (TAS) for the individual annuity line.
- Developed modeling and valuation systems for GAAP reporting on existing annuity products.
- Responsible for cash flow testing analysis for individual annuity line.
- Analyzed reinsurance offers and helped with treaty drafting and negotiations for both individual life insurance and individual annuity lines.
- Supported dividend scale implementation process and experience assumption reviews.

Education

1988-1990 Virginia Polytechnic Institute, Blacksburg, VA
M.A., Applied Mathematics

1984-1988 Middlebury College, Middlebury, VT
B.A., Mathematics

Volunteer Activities

- Member of AAA C3 Life and Annuity Working Group
- Member of the SOA Long-Term Care Insurance Experience Committee
- Member of SOA Individual Disability Insurance Experience Committee
- Member of AAA 2014 VBT Table Task Force
- Former SOA Exam 7 Seminar Course instructor

Publications

- Contributing author, Variable Annuities, published December 2009 by Riskbooks.
- “An Integrated Approach for the Retirement Planning Market”, Marianne Purushotham and Jay Vadiveloo, Product Matters, 2009.
- “Credibility Theory Practices”, Stuart Klugman, Thomas Rhodes, Marianne Purushotham, SOA Report, December 2009.
- “Long-Term Care Insurance: The Product that Customers Keep”, Marianne Purushotham, National Underwriter, 2007.
- “Life Product Guarantees Lead Industry Innovation”, Marianne Purushotham, National Underwriter, 2006
- “A Universal Challenge: The Future of Flexible Premium Products”, Marianne Purushotham, LIMRA International Market Report, 2007
- “Long-Term Care Insurance Persistency Experience”, Marianne Purushotham, Roger Gagne, Gary Corliss, LIMRA International and SOA Joint Report, 2007
- “U.S. Individual Life Insurance Persistency Update”, Marianne Purushotham, LIMRA International and SOA Joint Report, 2008
- “U.S. Individual Life Insurance Persistency Update”, Marianne Purushotham, LIMRA International and SOA Joint Report, 2006
- “Individual Disability Income Lapse Experience”, Marianne Purushotham, LIMRA International and SOA Joint Report, 2004
- “Keen on Combos”, Marianne Purushotham and Jennifer Douglas, LIMRA MarketFacts Quarterly, 2007
- “Strategic Planning and the Forecast of Sales: An Individual Life Insurance Industry Update”, Marianne Purushotham, LIMRA MarketFacts Quarterly, 2006

New proposals carried over from cancelled Sept. 11, 2012 meeting

2012-062 Change CDIS 5336 Clinical Practicum in Speech Disorders¹ - increase credits

1. Date: August 21, 2012
2. Department: Communication Sciences – Speech, Language, Hearing Science (SLHS)
3. Nature of Proposed Change: Change from 1 credit to 3 credits.

4. Current Catalog Copy:

CDIS 5336. Clinical Practicum in Speech Disorders
1 credit. Discussion/Practicum

5. Proposed Catalog Copy:

SLHS 5336. Clinical Practicum in Speech Disorders
3 credits. Discussion/Practicum

6. Effective Date: Immediately

Justification

1. Reason for changing this course:
Students register for this course each semester of their program for a total of five registrations for SLHS 5336. The course expectations have been modified so that the demand for “class” time during the fall and spring semesters is now different from the summer semester. The previous 1 credit assignment is more representative of the demands that will be in place for the summer session. For the fall and spring, students will be expected to attend one hour weekly of traditional classroom experience, 1.5 hours weekly of group supervision and one to 1.5 hours of individual clinical faculty instruction. This modification is being implemented in order to better meet the demands for clinical instruction as dictated by the Council on Academic Accreditation of the American Speech Language Hearing Association.

Description Change:

2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
 4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: SLHS staffing. No changes from present.
7. Dates approved by:
Department Curriculum Committee: 5/03/2011
Department Faculty: 5/03/2011
8. principal contact person: Wendy Chase, Course Instructor, 486-3265
Wendy.chase@uconn.edu; Bernard Grela, Interim Department Chair, 486-3394,
Bernard.grela@uconn.edu

¹ Chair notes that this change already seems to have been made in the 2012-2013 graduate catalog

2012-063 Add SLHS 53XX summer clinical practicum in speech disorders

1. Date: 8/21/2012
2. Department requesting this course: Speech, Language, Hearing Sciences (SLHS)
3. Semester and year in which course will be first offered: Summer 2013

Proposed catalog copy (see Note A):**SLHS 53xx, Summer Clinical Practicum in Speech Disorders****1 credit, Practicum****Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): SLHS
2. Course Number (see Note B): 53xx
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 ___ No
3. Course Title: Summer Clinical Practicum in Speech Disorders
4. Course description (if appropriate -- see Note K): Practicum
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.")
Practicum

Optional Items

7. Prerequisites, if applicable (see Note F): None
8. Recommended Preparation, if applicable (see Note G): CDIS 5336
9. Consent of Instructor, if applicable (see Note T): None
10. Exclusions, if applicable (see Note H):None
11. Repetition for credit, if applicable (see Note I):Yes
12. S/U grading, if applicable (see Note X): None

Justification

1. Reasons for adding this course: (see Note L) The summer practicum experience during the summer is different from the regular semester (SLHS 5336) in both content and expectations. There is no lecture and no assignment outside of that dictated by the externship site.
2. Academic Merit (see Note L): Students will be placed in an externship location in the practice of speech-language pathology under the direct supervision of a qualified speech-language pathologist for a minimum of 24 and a maximum of 40 hours per week. This field experience is necessary for the accumulation of clock hours necessary for graduation and clinical certification.
3. Overlapping Courses (see Note M):None
4. Number of Students Expected:20
5. Number and Size of Section:20
6. Effects on Other Departments (see Note N):None
7. Staffing (see Note P):No changes
8. Dates approved by (see Note Q):
Department Curriculum Committee:5/03/2011
Department Faculty:5/03/2011
9. Name, Phone Number, and e-mail address of principal contact person:
 - a) Wendy Chase, Course Instructor, 486-3265
Wendy.chase@uconn.edu
 - b) Bernard Grela, Interim Department Chair, 486-3394, Bernard.grela@uconn.edu

New proposals submitted for consideration

2012-065 Change WGSS 1104 Feminisms and the Arts – change description

1. Date: September 12, 2012
2. Department: Women's, Gender, and Sexuality Studies
3. Nature of Proposed Change: Change in course description.

4. Current Catalog Copy:

1104. Feminisms and the Arts (104) (Formerly offered as WS 1104.) Three credits. D'Alleva Interdisciplinary exploration of the work of women artists in drama, the visual arts, music, literature, and/ or film. Key issues of feminist criticism in the arts are discussed. CA 1. CA 4.

5. Proposed Catalog Copy:

1104. Feminisms and the Arts (104) (Formerly offered as WS 1104.) Three credits. How various types of feminism, defined both popularly and theoretically, have inspired, inhibited, contributed to, and confined the artistic production and creativity of women over time. Drama, literature, the visual arts, music, and/or film in context of critical writings about gender, activism, and art. CA 1. CA 4.

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

Justification

1. Reasons for changing this course: Change is needed to remove D'Alleva as instructor in the copy and to broaden the description to include coverage of theories as related to this topic as well as the types of critical reflection taught in the course. This corresponds with the way that course is currently taught.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): Art and Art History, Interim Head Anne D'Alleva supports the revision and confirms that the proposed changes would have no effect on her department.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: WGSS 1104 is taught at Stamford and Ingrid Semaan was consulted on the effect of the revision on her campus and she supported the revision.
6. Staffing: Alexis Boylan and Anne D'Alleva
7. Dates approved by (see Note Q):
 Department Curriculum Committee: September 10, 2012
 Department Faculty: September 10, 2012
8. principal contact person: Christine Sylvester, christine.sylvester@uconn.edu

2012-066 Add ANTH 3XXX Drugs, Culture and Society

1. Date: September 9, 2012
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing (see Note A):

Anth 3xxx Drugs, Culture and Society

Either semester. Three credits. No prerequisites.

Singer, Merrill

Intersection of society, culture and psychoactive substances based on an historically-informed, cross-cultural, ethnographic, and political economic perspective on drug use and related behaviors. Integrates the micro-level of emic (insider/experiential) perspective and local patterns with the macro-level of legality, governance, licit and illicit drug-capitalism, and the global War on Drugs while examining the cultural construction of drug use in sociocultural context, use in diverse societies (e.g. indigenous vs. industrial societies), health and drug use, the human body on drugs, and the effect of social networks and social relations on drug use patterns.

Justification

1. Reasons for adding this course: While psychoactive drugs have been used throughout human history and across all cultures, and had a significant impact on the course of human evolution and history, no existing course in anthropology covers this important topic.
3. Overlapping Courses: There are no overlapping courses in the anthropology department.
4. Number of Students Expected: 45
5. Number and Size of Section: 1
6. Effects on Other Departments: This course has been taught for several semesters as an Anth 3098 course with good attendance. The course overlaps with Soc 3307 Drugs and Society, which takes the approach of drugs use as deviance and as a social problem.
7. Effects on Regional Campuses: No effects
8. Staffing : Merrill Singer
9. Dates approved by:
Department Curriculum Committee: 9/17/12
Department Faculty: 9/17/12
10. Name, Phone Number, and e-mail address of principal contact person:
Merrill Singer
860/593-5249
Merrill.Singer@UCONN.edu

Syllabus

Objective: This course is designed to increase students understanding of society

and the human condition through the window of studying anthropological research on drug use behaviors, psychobiological effects, social organization production and distribution, social impacts, and opposition cross-culturally.

Readings

- (1) J. Bryan Page and Merrill Singer. *Comprehending Drug Use: Ethnographic Research at the Social Margins*. Rutgers University Press, 2010.
- (2) Merrill Singer. *The Face of Social Suffering: Life History of a Street Drug Addict*. Prospect Heights, IL: Waveland Press, 2006.
- (3) Michelle Ruth Gamburd. *Breaking the Ashes: The Culture of Illicit Liquor in Sri Lanka*. Ithica: Cornell University Press, 2008.
- (4) Philippe Bourgois. *In Search of Respect: Selling Crack in El Barrio*. 2nd Edition. Cambridge University Press, 2003.

Schedule

- | | |
|---------|--|
| Week 1 | Introduction to drugs, culture and society |
| Week 2 | The development and perspective of the anthropology of drug use |
| Week 3 | Drugs in humans: Sociobiological processes |
| Week 4 | Ethnographic research on drug use |
| Week 5 | Emergent and changing drug use practices cross-culturally |
| Week 6 | The dual economy of drugs: Licit and illicit drug capitalism |
| Week 7 | Globalization: The drug trade from small farmers to target consumers |
| Week 8 | The social life of drug commodities |
| Week 9 | Drugs on the street: Urban drug use scenes |
| Week 10 | Life histories of drug users |
| Week 11 | Impacts on transshipment developing countries |
| Week 12 | Corruption, violence, and development |
| Week 13 | Drugs and the human health |
| Week 14 | Applying anthropology to drug abuse social intervention |

2012-067 Add ANTH 3XXX Introduction to global health

1. Date: September 9, 2012
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing (see Note A):

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate and graduate courses are listed.

Anth 3xxx Introduction to Global Health

Either semester. Three credits. No prerequisites. Open to sophomores.

Singer, Merrill, Pamela Erickson

Public health in a globalized world, health inequalities within and across countries, diverse social and other determinants of global health, pressing global health issues, organizational players in addressing global health issues.

Justification

1. Reasons for adding this course: While anthropology offers a graduate level course on International Health (which will be renamed Global Health) we do not have an equivalent undergraduate course for this timely and popular issue that has become a focus of much medical anthropology work in recent years. This course was developed in collaborative with colleagues involved in undergraduate education in public health at the medical school who have developed two other undergraduate public health courses.
3. Overlapping Courses: There are no overlapping courses in the anthropology department.
4. Number of Students Expected: 45
5. Number and Size of Section: 1
6. Effects on Other Departments: This course has been taught for several semesters as an Anth 3098 course with good attendance. The course does not overlap with other courses offered at the university.
7. Effects on Regional Campuses: No effects
8. Staffing : Merrill Singer, Pamela Erickson
9. Dates approved by:
 - Department Curriculum Committee: 9/17/12
 - Department Faculty: 9/17/12
10. Name, Phone Number, and e-mail address of principal contact person:
 - Merrill Singer
 - 860/593-5249
 - Merrill.Singer@UCONN.edu

Syllabus

Objectives: Upon successful completion, the students are expected to:

- 1) Become familiar with the history, and key concepts of global health

- 2) Develop an understanding of the major causes of morbidity and mortality, especially among poor, marginalize, subordinated, and stigmatized populations
- 3) Understand the complexities of measuring ill health and health
- 4) Recognize the social, political, economic and cultural determinants of ill health and health
- 5) Become aware of the interrelatedness of health, wealth, human rights and conflict
- 6) Critique programs, policies, and research addressing global health issues

Readings:

- 1) Nancy Rosenberg Seeking Food rights: Nation, Inequality and Repression in Uzbekistan
- 2) Michael Ennis-McMillan A Precious Liquid: Drinking Water and Culture in the valley of Mexico
- 3) Ebola, Culture, and Politics: The Anthropology of an Emerging Disease
- 4) Kris Holloway – Monique and the Mango Rains: Two Years with a Midwife in Mali

Schedule

- | | |
|---------|---|
| Week 1 | Introduction to global health: History and objectives |
| Week 2 | Health and culture |
| Week 3 | Assessing the global health burden |
| Week 4 | Global health inequalities |
| Week 5 | Health and the natural environment |
| Week 6 | Disasters, biohazards and global health |
| Week 7 | Gender and health |
| Week 8 | Communicable diseases |
| Week 9 | Nutrition |
| Week 10 | Globalism and the changing health profile |
| Week 11 | War and health |
| Week 11 | Human rights and health rights |
| Week 12 | Drugs and human health |
| Week 13 | Anthropological applications in global health |
| Week 14 | The tomorrow of health globally |

2012-068 Add ANTH 1010 Global Climate and Society

1. Date: August 25, 2012
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Spring 2013

*Proposed catalog Listing***ANTH 1010 Global Climate Change and Society**

3 credits. Lecture

Course assesses the multidisciplinary social and climate sources of information on the nature, range of expressions and social impacts, drivers of global, and social responses to climate change worldwide.

Justification

1. Reasons for adding this course: This course was developed as part of a successful Provost's General Education Course Enhancement Grant application. Currently, the Department lacks a course that introduces students to social issues in climate change and there is a broader need throughout the university in general education courses on the critical issue of global warming and its implications for humanity. Currently, there is a burgeoning cultural anthropological, medical anthropological, environmental anthropology and related social science research literature on the anthropogenic causes and diverse health, ecological, and social impacts of climate change..
2. Academic Merit: This new course offering addresses the University of Connecticut's undergraduate general education goals in a rapidly changing world. Global climate change is recognized by major institutions, including the National Science Foundation, the National Institutes of Health and the United Nations, as one of the most pressing environmental and public health concerns of the 21st century. Already the source of a growing number of extreme weather events (resulting in flooding, drought, fires), the spread of infectious diseases, a growing global prevalence of noncommunicable diseases (e.g., asthma), the creation of emergent arenas of human conflict, a primary source of new refugee populations, and a cause of rising economic costs that especially threaten middle and lower income communities and nations), the impacts of global climate change are likely to intensify with each passing year. Existing research, however, indicates that there are significant deficiencies in climate change understanding in the general U.S. population and among university students. Misconception leads some to doubt that global warming is occurring, to misunderstand its causes, and potential beneficial responses, and to be unaware of inherent local and global risks and vulnerabilities. Consequently, there is a critical need for developing student command of critical thinking, complex reasoning and decision-making, and effective writing on climate change.
3. Overlapping Courses: In the Department of Ecology and Evolutionary Biology, Current Issues in Environmental Science 3205 includes discussion of climate change from an environmental perspective. There may be overlap with courses in the new

Environmental Studies major, or this course may be incorporated into the major.

4. Number of Students Expected: 300 every other year

5. Number and Size of Section: 5

6. Effects on Other Departments: The impacts on other departments of a introductory undergraduate social science course on the contemporary interface of climate change on society appears to be minimal.

7. Staffing: Merrill Singer is qualified to teach this course

8. Dates approved by:

Department Curriculum Committee: 9/17/12

Department Faculty: 9/17/12

9. Name, Phone Number, and e-mail address of principal contact person: Merrill Singer 860/593-5249, Merrill.Singer@uconn.edu

Syllabus

This undergraduate GEOC Course introduces students to a topic of growing importance, the interface of climate change and its interface with society. This course addresses the University of Connecticut's undergraduate general education goals in a rapidly changing world. Global climate change is recognized by major institutions, including the National Science Foundation, the National Institutes of Health and the United Nations, as one of the most pressing environmental and public health concerns of the 21st century. Already the source of a growing number of extreme weather events (resulting in flooding, drought, fires), the spread of infectious diseases, a growing global prevalence of noncommunicable diseases (e.g., asthma), the creation of emergent arenas of human conflict, a primary source of new refugee populations, and a cause of rising economic costs that especially threaten middle and lower income communities and nations), the impacts of global climate change are likely to intensify with each passing year. Existing research, however, indicates that there are significant deficiencies in climate change understanding in the general U.S. population and among university students. Misconception leads some to doubt that global warming is occurring, to misunderstand its causes, and potential beneficial responses, and to be unaware of inherent local and global risks and vulnerabilities. By the end of this course, students will be able to:

- articulate the nature of climate change as a world changing process, including having a grasp of key issues and causes, relevant natural and social processes, concepts, theories, and controversies and debates.
- command new knowledge about the existing and emergent range of environmental and health and social effects of climate change across diverse physical settings and human populations, including global populations of gravest immediate risk.
- demonstrate critical judgment (e.g., accuracy, credibility, objectivity, and cultural sensitivity) in assessing information on climate change and the selection of practical adaptive and mitigatory responses.
- articulate the moral issues raised by the human impacts of climate change,

especially on the lives of those least responsible for greenhouse gas production, as well as the difficult decisions (e.g., sacrifices) required in response to the varied and mounting risks and vulnerabilities it produces.

- acquire awareness of the diversity of human experiences and conditions impacted by climate change and human social capacity for climate change adaptation.

Objective: To explore the human role in nature through the examination of the creation and impacts of anthropogenic climate change and cross-cultural social responses to our changing world

Readings: An Assembled Article Packet and:

Climate Central. Global Weirdness: Severe storms, deadly heat waves, relentless drought, rising seas, and the weather of the future. , 2012

Bob Carter and Nickie Charles. Nature, Society and Environmental Crisis. Willey-Blackwell, 2010

Hans Baer and Merrill Singer. Global Warming and the Political Ecology of Health: Emerging Crises and Systemic Solutions. Walnut Creek, CA: Left Coast Press, 2009.

This course will cover:

1. Climate change through human history
 - 1.1 Past Climate Shifts and Human Impacts and Responses: Climate and Collapsed Civilizations?
 - 1.2 The Anthropocene: The Industrial Revolution and the Unnatural Causes of Greenhouse Gases
 - 1.3 Since 1970, Planet Heating
 - 1.4 Much More Than Climate, the Human Role
 - 1.5 James Lovelock on Global Warming: At the Edge of the Waterfall?
2. Climate Change: The Basics
 - 2.1 Sleeping under a Greenhouse Blanket
 - 2.2 Meeting Carbon: Cycles, Reservoirs, and Emissions
 - 2.3 The Evidence for Climate Change
 - 2.4 Monitoring the Planet
 - 2.5 Feedbacks in the Climate System
 - 2.6 Certain vs. Uncertainty: Understanding Scientific Terms
 - 2.7 Climate, Weather, and Weathermen
 - 2.8 The IPCC and the Climate Change Conferences and Treaties
 - 2.9 Case Study: Climate and Connecticut
3. Climate Change Now, Impacts on Humans, Other Living Things and the Planet
 - 2.1 Creeping Spring and its Meaning
 - 2.2 Glacial Melt and Drought
 - 2.3 Oceans, Marine Coastal Environments, Acidification and Coral Bleach
 - 2.4 Heat Islands and Sinking Islands (Rising Seas)
 - 2.5 Wildfires
 - 2.6 Extreme Weather Events

- 2.7 El Niño and Climate
- 2.8 Floral and Faunal Changes in a Changing Climate
- 2.9 Pluralea Interactions and Climate
- 4. Climate Change and Human Health
 - 4.1 Gasping for Breath and Enduring Allergy
 - 4.2 Heat-related Diseases
 - 4.3 Flooding Lives: From Bangkok to the NYC Subway System
 - 4.4 Impacts on Food Production and Diet
 - 4.5 Infectious Disease: Vectors and Waterborne Diseases
 - 4.6 Other Health Threats: The Kidney Stone Belt and Lesser Known Health Issues
 - 4.7 Syndemics of Climate Change
 - 4.8 Individual and Community Vulnerability
 - 4.9 Psychological Impacts
- 5. Climate Change, Social Inequality, and Social Relations
 - 5.1 Unequal Emission
 - 5.2 Unequal Impacts
 - 5.3 Are there Winners and Losers?
 - 5.4 Climate and Conflict
 - 5.5 Climate and Governance: Why is addressing environmental issues hard?
 - 5.6 The Media Meet Mets the Climate
- 6. Perceiving Climate Change
 - 6.1 Indigenous Communities Encounter a Changing World
 - 6.2 Community Perceptions and Response Around the Globe
 - 6.3 Climate change Refugees
 - 6.3 Community Knowledge and Community Response
 - 6.4 Climate change: Public Opinion Studies
 - 6.5 How An Academic Disciple Responds: Anthropology and Climate Change
- 7. Climate Change Denial: Myths and Motivations
 - 7.1 The Fallacy of Keeping an Open Mind
 - 7.2 Myths and Mystifiers
 - 7.3 Intentional Confusion: The Social Production of Uncertainty
- 8. Climate Change Adaptation
 - 8.1 The Lessons of Hurricane Katrina
 - 8.2 National Adaptation Policies and Social Inequalities
 - 8.3 Climate Change Social Movements and Human Rights: Case Study Australia
 - 8.4 Sustainability?
 - 8.5 Green Capitalism and the Treadmill of Production
 - 8.6 Your Carbon Footprint
 - 8.7 Climate at UCONN
- 9. The Tomorrow of Climate Change – Looking to the Future

2012-069 Change GERM 3261W – remove W

1. Date: 9/6/2012
2. Department: LCL
3. Nature of Proposed Change: Remove “W” designation

4. Current Catalog Copy:

3261W. German Film and Culture (281W) Three credits. Prerequisite or corequisite: GERM 3233. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Critical analysis of artistic issues in writing screenplays and making movies. Dynamic interplay between German film, the other arts, and their socioeconomic context, and the cinematic traditions of other cultures. Taught in German. CA 1. CA 4-INT.

5. Proposed Catalog Copy:

3261. German Film and Culture (281W) Three credits. Prerequisite or corequisite: GERM 3233. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Critical analysis of artistic issues in writing screenplays and making movies. Dynamic interplay between German film, the other arts, and their socioeconomic context, and the cinematic traditions of other cultures. Taught in German. CA 1. CA 4-INT.

6. Effective Date
Spring, 2013

Justification

The German Studies Major already includes enough W courses to fulfill the W requirement for the major; at the same time it is only open to majors, thus it doesn't serve any other student population seeking a W course. On the other hand, without the W the course could serve a greater number of German Studies majors beyond the 19 student enrollment cap.

Effect on Department's Curriculum:

None

Other Departments Consulted (see Note N):

None

Effects on Other Departments:

None

Effects on Regional Campuses:

None

Staffing:

As before

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/7/12

Department Faculty: 9/7/12

principal contact person:

Friedemann Weidauer, 486 1533, friedemann.weidauer@uconn.edu

2012-070 Add PNB 3XXXW – Molecular Principles of Physiology

1. Date: 09-05-2012
2. Department requesting this course: Physiology and Neurobiology
3. Semester and year in which course will be first offered: 2nd Semester 2012-13

*Proposed catalog copy***PNB-3XXXW - Molecular Principles of Physiology**

Second Semester. Four credits. Two Class periods and one 4-hour laboratory.
Prerequisite: PNB 2274, MCB 2410, or MCB 3010; Open to juniors or higher only with instructor consent; Instructor - Kanadia

Case study of a disease: genetics and inheritance patterns, molecular defects, including transcription and post transcription defects, physiological defects, therapeutic approaches.

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

1. Standard abbreviation for Department or Program (see Note O): PNB -
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
3. Course Title: Molecular Principles of Physiology
4. Semester offered (see Note C): 2nd Semester
5. Number of Credits (see Note D): Four
6. Course description (second paragraph of catalog entry -- see Note K): This course will start with a case study of a disease followed by its inheritance patterns and the underlying genetic defect. Consequences of the genetic defect on molecular processes including transcription, RNA processing, protein function, and in turn physiological defects, including ion channel homeostasis and membrane potential defects, will be covered.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Two one hour classes; and one Four hour laboratory with two sections of 16 students.
8. Prerequisites, if applicable (see Note F): PNB 2274 or one of the following, MCB 2410, MCB 3010
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T) Consent of Instructor required
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): not applicable
13. Instructor(s) names if they will appear in catalog copy (see Note J): Kanadia
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):

Justification

1. Reasons for adding this course: (see Note L) Currently the PNB department

offers only one W course by Dr. Moiseff in the first semester with a cap of 32 students. Consequently, many PNB majors do not get the opportunity to take a W course in our department. This course will help meet this need and accommodate the PNB majors W requirements.

2. Academic Merit (see Note L): The new course, "Molecular Principles of Physiology", is the needed second W-course in the Physiology and Neurobiology major. It will enroll 32 students in 2 sections of 16 in the second semester. Dr. Kanadia has taught a smaller trial version of the new lab course this past semester through which he has gained critical insights and experience in running a case-based lab. Dr. Kanadia will present a case study of a disease starting with the symptoms, followed by the inheritance pattern, genetic defect, the corresponding molecular defect, the downstream physiological symptoms and finally some of the possible therapeutic strategies. This approach is designed to engage students at a more personal level as only a human disease can. The entire course will be couched within an historical context as reflected in the primary scientific literature. The design communicates to the students the importance of the synergy between clinical and basic science research and how each field builds upon the previous findings over a long period of time.

The laboratory and the "W" portion of this course are designed to allow students to integrate basic science knowledge acquired from primary publications and data gathered from their own experiments. For example, each group (2 students) will be assigned a gene with a known mutation that results in a disease. Students will be taught to collect the relevant primary literature and mine the database to construct the gene structure and the mutation(s). Each week, the students will be expected to produce a two page synopsis, with figures if necessary, of the primary literature and the data obtained in the laboratory. The synopsis generated each week will be edited and returned to the students for revisions, which will then be used toward the end of the semester for a 15-page long NSF or NIH format proposal with citations. Finally, the final report will also undergo a revision(s) prior to final submission. In regard to grades, the final proposal will be 75% of the grade and the weekly revised reports will account for the remaining 25%.

3. Overlapping Courses (see Note M):None.

4. Number of Students Expected:32

5. Number and Size of Section:2 sections of 16 students

6. Effects on Other Departments (see Note N):The department that could potentially be affected is MCB. To address this issue, in the first semester of 2011 a flyer announcing the course and the appropriate details were sent to the MCB department. Dr. Kanadia has also sent the course announcement and description to Dr. David Knecht, who is the MCB representative to the CC&C committee and he has informed us that this course does not affect the MCB department.

7. Effects on Regional Campuses: none anticipated

8. Staffing (see Note P): Dr. Rahul Kanadia

9. Dates approved by (see Note Q):

Department Curriculum Committee: 10-07-2011

Department Faculty:10-07-2011

10. principal contact person: Rahul Kanadia

Rahul.kanadia@uconn.edu Ph- 860-486-2692

2012-071 Change EEB Major – restrict independent study credits

1. Date: September 25, 2012
2. Department requesting this change: **EEB**
3. Title of Major: **Ecology and Evolutionary Biology**
4. Nature of Change: **restrict independent study credits allowable in 24-credit group**

5. Current catalog Description of the Major:

Students majoring in Ecology and Evolutionary Biology may opt for either a Bachelor of Arts degree or Bachelor of Science degree. Both B.A. and B.S. degree candidates must complete the following courses in addition to the general CLAS requirements for these degrees:

[BIOL 1107](#), and [BIOL 1108](#) or [1110](#)
[CHEM 1127Q](#) and [1128Q](#) or [CHEM 1124Q](#), [1125Q](#), and [1126Q](#)

Requirements for the EEB Major (B.S. or B.A.)

I. Both of the following core courses:

[EEB 2244](#) or [2244W](#) and [EEB 2245](#) or [2245W](#)

II. At least one of the following animal diversity courses:

[EEB 2214](#), [3254](#), [3265](#), [3273](#), [4200](#), [4250](#), [4252](#), [4274](#), [4275](#), or [4260](#) and [4261](#)

III. At least one of the following plant diversity courses:

[EEB 3203](#), [3204](#), [3220/W](#), [3240](#), [3250](#), [3271](#), [4272](#)

IV. A course in physiology -[EEB 4215](#) (students who take [PNB 2250](#) as a related course are not required to take [EEB 4215](#)).

V. It is recommended that students take at least four EEB courses that require extensive laboratory or field work.

VI. Students are encouraged to complete a course in statistics.

VII. At least 24 credits of EEB courses at the 2000-level or above, which may include courses in I - IV above.

VIII. Related Course Requirements: At least 12 credits of 2000-level or above science courses outside EEB, which must include either [MCB 2410](#) or [2413](#). One semester of organic chemistry is recommended.

IX. To satisfy the Writing in the Major and Information Literacy competency requirements, all students must pass at least one of the following courses: [EEB 2244W](#), [2245W](#), [3209W](#), [3220W](#), [4230W](#), [4251W](#), [4253W](#), [4276W](#), [4896W](#), 5335W

A minor in [Ecology and Evolutionary Biology](#) is offered. A minor in [Bioinformatics](#) is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the [Minors](#) section.

6. Proposed catalog Description of the Major:

Students majoring in Ecology and Evolutionary Biology may opt for either a Bachelor of Arts degree or Bachelor of Science degree. Both B.A. and B.S. degree candidates must complete the following courses in addition to the general CLAS requirements for these degrees:

[BIOL 1107](#), and [BIOL 1108](#) or [1110](#)
[CHEM 1127Q](#) and [1128Q](#) or [CHEM 1124Q](#), [1125Q](#), and [1126Q](#)

Requirements for the EEB Major (B.S. or B.A.)

I. Both of the following core courses:

EEB 2244 or 2244W and EEB 2245 or 2245W

II. At least one of the following animal diversity courses:

EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

III. At least one of the following plant diversity courses:

EEB 3203, 3204, 3220/W, 3240, 3250, 3271, 4272

IV. A course in physiology -**EEB 4215** (students who take **PNB 2250** as a related course are not required to take **EEB 4215**).

V. It is recommended that students take at least four EEB courses that require extensive laboratory or field work.

VI. Students are encouraged to complete a course in statistics.

VII. At least 24 credits of EEB courses at the 2000-level or above, which may include courses in I - IV above. **A maximum of 3 independent study credits from EEB 3899 may count toward the 24 credit requirement.**

VIII. Related Course Requirements: At least 12 credits of 2000-level or above science courses outside EEB, which must include either **MCB 2410** or **2413**. One semester of organic chemistry is recommended.

IX. To satisfy the Writing in the Major and Information Literacy competency requirements, all students must pass at least one of the following courses: **EEB 2244W**, **2245W**, **3209W**, **3220W**, **4230W**, **4251W**, **4253W**, **4276W**, **4896W**, 5335W

A minor in **Ecology and Evolutionary Biology** is offered. A minor in **Bioinformatics** is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the **Minors** section.

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

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

Justification

1. Why is a change required? **This change is required to ensure that EEB students cannot use a large number of independent study credits toward their major. The change also ensures consistency among the biology majors. Students majoring in Biological Sciences, PNB, and MCB are allowed to apply only 3 independent study credits toward their 24-credit group (effective Fall 2012 for Biological Sciences majors, already in place for MCB and PNB).**

2. What is the impact on students? **Students can still earn more than 3 independent study credits, but they will be allowed to use only 3 of those credits toward their 24 credit requirement.**

3. What is the impact on regional campuses? **None**

4. Dates approved by EEB C&CC, 17 February 2012; by EEB Faculty, 27 February 2012 (see **Note Q**):

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

Eldridge Adams, 6-5894, eldridge.adams@uconn.edu

2012-072 STAT 4389 Undergraduate Research – allow to be repeated for credit

1. Date: 9/12/2012
2. Department: Statistics
3. Nature of Proposed Change: Allow STAT 4389: Undergraduate Research to be repeated for credit

4. Current Catalog Copy:

4389 Undergraduate Research (296) Three credits. Hours by arrangement. Prerequisite: Open only with consent of instructor. Supervised research in probability or statistics. A final written report and oral presentation are required.

5. Proposed Catalog Copy:

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

4389. Undergraduate Research

(296) Three credits. Hours by arrangement. Prerequisite: Open only with consent of instructor.

Supervised research in probability or statistics. A final written report and oral presentation are required. May be repeated for credit.

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: Allowing a student to repeat STAT 4389 for credit will allow the student to engage in undergraduate research with departmental faculty for two semesters instead of just one semester.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): N/A
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No additional staffing is required.
7. Dates approved by (see Note Q):
Department Curriculum Committee: 9/12/2012
Department Faculty: 9/12/2012
8. Name, Phone Number, and e-mail address of principal contact person: Richard Vitale, 486-2008; r.vitale@uconn.edu

Old Business

IMJR report

The Individualized Major program has modified its governing body to include a faculty-chaired faculty committee. As a result, it is anticipated that future interactions on IMJR C&C issues will be very constructive. The present chair of their faculty committee is Kathryn Ratcliff (SOCl), The committee membership is listed at http://www.iisp.uconn.edu/imjr_committee.html and the committee's responsibilities are given at http://www.iisp.uconn.edu/DOCS/IMJR_A&A_Comm_Resp.&Practices.pdf

New Business

School of Fine Arts – Digital Media and Design Curriculum

See attached materials: FYI for comment. School of Fine Arts is proposing a Digital Media and Design undergraduate Curriculum that uses, for example, communications courses that are already overenrolled. Dean Teitelbaum would like us to identify other possible issues.

Appointment of subcommittees:

Bachelor of Science subcommittee:

This subcommittee is charged with the review of a proposal from ECON to create a BS degree in ECON. This proposal is the same as the formation of a new Major, and will go higher than our committee for final approval. The issue involved is whether or not the proposed BS degree meets the College's expectations of the content of a BS degree. The sub-committee will address this question, and bring the issue to the full committee at a future meeting. You will note that ECON intends to **excuse their students from the BIOL, CHEM and PHYS requirements** of the present BS degree. This would be the first test of the guidelines of the BS sub-committee report of April 2007. A preliminary brace of documents submitted by ECON and circulated already to the full committee will be available to the sub-committee.

Six volunteers should be faculty committee members from departments that already offer a BS degree. The seventh member of the committee can be from a non-BS granting department. Richard Langlois will lead the team from ECON to consult with the committee. The committee will determine its own Chair, who should be from a BS granting department. The rules under which this subcommittee works are in the April 24th minutes of 2007².

Study Abroad:

Unofficially, it has been mooted by the Study Abroad program that we approve "blanket" study abroad courses, at all levels, to give a place for study abroad classes in all departments. This is a

² The Chair notes that the form for submitting a new BS Major proposal was not posted in 2007.

presents a dilemma, because present "Study Abroad": policy in the University, enshrined in the by-laws, transfers both Credit AND grades to our UCONN transcripts from courses that are not necessarily taught or supervised in any way by UCONN faculty. This is in direct contrast to regular "transfer credit" which ONLY transfers CREDIT, NOT grades. This issue was reported in a white paper accepted into our minutes of April 10th, 2012.

It is this Chair's thesis that generic study abroad classes should not be approved until some formula is found to distinguish between those courses supervised by UCONN faculty, (credit and grade transferable), and those taught by unsupervised non-UCONN faculty (Credit only should be transferred). Existing alternative mechanisms for transferring credit and grades include Special Topics and Variable Topics classes.

The chair has approached the "Study Abroad" program with a view to encouragement of the formation of a faculty chaired faculty committee in the program, possibly with a subcommittee to cover C&C matters. This committee has been formed recently, and we are fortunate to have one of our own CLAS C&C committee members chairing the "Study Abroad" committee – Richard Langlois. This bodes well for future liaison.

Two courses of action present themselves:

- Authorize the chair to temporarily discourage blanket "Foreign Study" courses until Study Abroad can provide a rationale for its transfer credit procedures to include consultation with CLAS C&C and other university-wide C&C committees.
- Form a CLAS C&C subcommittee to more clearly define the problems encountered by present "Study Abroad Transfer Credit procedures and to liaise with "Study Abroad". The sub-committee would be charged with ultimately defining CLAS C&C policy on Study Abroad courses, in consultation with that program. The sub-committee would provide a white paper on suggested policy.