

CLAS Committee on Curricula and Courses

October 14, 2003

Proposals

2003-88

Proposal to Change an existing Major

1. Date: July 1, 2003

2. Department requesting this change: Political Science

3. Title of Major: Political Science

4. Nature of Change: A sixth subdivision (Race, Gender and Ethnic politics) has been added to the major; list of courses that fulfill various subdivision requirements have been modified to reflect additions and subtractions from catalogue over the past decade; list of courses that do not meet the Group B distributional requirement has been expanded.

5. Existing catalog Description of the Major:

Political Science serves students whose primary interest is in some phase of public affairs (law, politics, government service), international relations (foreign service), in gaining a better understanding of the entire field of governmental organization and functions.

Students majoring in Political Science must take introductory 100-level courses in three of the following four subdivisions: Theory and Methodology (106), Comparative Politics (121 or 143), International Relations (132), and American Politics (173). These courses should be taken during the student's first two years of study.

All majors in political science must distribute their major courses in at least four of the following five subdivisions.

I. Theory and Methodology: 201, 202, 204, 206W, 207, 291

II. Comparative Politics: 203W, 228, 229, 230, 231, 235, 236, 237, 239, 233, 233W, 244, or 244W

III. International Relations: 211, 212, 215, 216, 217, 218, 219, 220, 221, 222, 224, 225, 226, 227, 279

IV. American Politics: 241, 242, 246, 248, 263, 270, 274, 275

V. Public Policy and Law: 251, 252, 253, 255, 260, 264, 276, 278

POLS 296 and 298 may not be counted toward this distribution except with consent of advisor.

No more than 6 credits of independent study (POLS 299) or field work (POLS 297), or a combination of the two, may be counted toward the 24 credit requirement for the major, except by permission of the Department Head.

A minor in Political Science is described in the "Minors" section.

6. Proposed catalog Description of the Major:

Political Science serves students whose primary interest is in some phase of public affairs (law, politics, government service) or international relations (foreign service), in gaining a better understanding of the entire field of governmental organization and functions.

Major Courses:

A minimum of 24 credits in Political Science numbered 200 or above (none on a pass-fail basis). Inter-departmental courses may not be included in the 24 credits. No more than 6 credits of independent study and/or field work can be counted toward the 24 credits.

A. Students majoring in Political Science must take introductory 100-level courses in three of the following four subdivisions: Theory and Methodology (106), Comparative Politics (121 or 143), International Relations (132), and American Politics (173). It is recommended that these courses should be taken during the student's first two years of study.

B. All majors in political science must take at least one course in four of the following six subdivisions (total of 12 credits). A W or Q course may be substituted for the same numbered course. **Cross-listed courses may count only once toward this distribution requirement:**

I. Theory and Methodology: 201, 202, 204, 206W, 207, 291

II. Comparative Politics: 203W, 223, 228, 230, 231, 232, 233, 235, 237, 239W, 244, 258

III. International Relations: 211, 212, 215, 216, 217, 218, 219, 220, 221, 222, 224, 225, 226, 227, 279

IV. American Politics: 241, 242, 247, 248, 249, 263, 270, 274, 275

V. Public Administration, Policy and Law: 250, 251, 251W, 252, 253, 255, 256, 260, 261, 264, 266, 276, 277

VI. Race, Gender, and Ethnic Politics: 203W, 204, 225, 239, 247, 248, 249, 256, 263

POLS 296 and 298 may be counted toward this distribution only with consent of advisor. POLS 208, 287, 288W, 289, 293, 297, 299 may **NOT** be counted toward the Group B distribution requirement.

A minor in Political Science is described in the “**Minors**” section.

7. Effective Date: immediately.

Justification

1. Why is a change required? Addition of “Race, Gender and Ethnic Politics” subfield reflects new college-wide and university-wide emphasis on fostering diversity through innovative curricula and academic offerings; addition and subtraction of numerous courses during the past decade have not been reflected accordingly in the undergraduate catalogue’s description of the major.

2. What is the impact on students? Students majoring in Political Science will have new option to fulfill part of the Group B distributional requirement by taking a course identified within the Race, Gender and Ethnic politics subfield.

3. What is the impact on regional campuses? NONE

4. Dates approved by:

Department Curriculum Committee: March 13, 2003

Department Faculty: March 28, 2003
Department Head: March 28, 2003

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

David A. Yalof (6-0416) david.yalof@uconn.edu
Jennifer Sterling Folker (6-2535) jsfolker@uconnvm.uconn.edu
Carol W. Lewis (6-3468) carol.lewis@uconn.edu

2003-89

Proposal to Change an existing Minor

- 1. Date:** September 3, 2003
- 2. Department requesting this change:** Political Science
- 3. Title of Minor:** Political Science
- 4. Nature of Change:** A sixth subdivision (Race, Gender and Ethnic politics) has been added to the minor; list of courses that fulfill various subdivision requirements have been modified to reflect additions and subtractions from catalogue over the past decade.
- 5. Existing catalog description of the minor:**

Students must complete one introductory 100-level course selected from among POLS 106; 121 or 132; 143; or 173. At least one additional 100-level course is recommended. Students must complete at least 15 credits of course work at the 200's level (or higher, with consent of instructor and minor advisor). POLS 297 and 299 may not be counted toward the minor. Courses must be selected from at least three of the five disciplinary subdivisions.

I. Theory and Methodology: 201, 202, 204, 206W, 207, 291

II. Comparative Politics: 203W, 228, 229, 230, 231, 235, 236, 237, 239, 233, 233W, 244, or 244W

III. International Relations: 211, 212, 215, 216, 217, 218, 219, 220, 221, 222, 224, 225, 226, 227, 279

IV. American Politics: 241, 242, 246, 248, 263, 270, 274, 275

V. Public Policy and Law: 251, 252, 253, 255, 260, 264, 276, 278

The minor is offered by the Political Science Department.

6. Proposed catalog Description of the Minor:

Students must complete one introductory 100-level course selected from among POLS 106; 121 or 132; 143; or 173. At least one additional 100-level course is recommended. Students must complete at least 15 credits of course work at the 200's level (or higher, with consent of instructor and minor advisor). POLS 297 and 299 may not be counted toward the minor. POLS 296 and 298 may be counted toward the minor only with consent of the advisor. A W or Q course may be substituted for the same numbered course.

Courses must be selected from at least three of the six disciplinary subdivisions. **Cross-listed courses may count only once toward this distribution requirement:**

- I. Theory and Methodology: 201, 202, 204, 206W, 207, 291
 - II. Comparative Politics: 203W, 223, 228, 230, 231, 232, 233, 235, 237, 239W, 244, 258
 - III. International Relations: 211, 212, 215, 216, 217, 218, 219, 220, 221, 222, 224, 225, 226, 227, 279
 - IV. American Politics: 241, 242, 247, 248, 249, 263, 270, 274, 275
 - V. Public Administration, Policy and Law: 250, 251, 252, 253, 255, 256, 260, 261, 264, 266, 276, 277
 - VI. Race, Gender, and Ethnic Politics: 203W, 204, 225, 239, 247, 248, 249, 256, 263
- The minor is offered by the Political Science Department.

7. Effective Date: immediately.

Justification

1. Why is a change required? Addition of "Race, Gender and Ethnic Politics" subfield reflects new college-wide and university-wide emphasis on fostering diversity through innovative curricula and academic offerings; addition and subtraction of numerous courses during the past decade have not been reflected in the undergraduate catalogue's description of the minor.
2. What is the impact on students? Students majoring in Political Science will have new option to fulfill part of the minor's distributional requirement by taking a course identified within the Race, Gender and Ethnic politics subfield.
3. What is the impact on regional campuses? NONE
4. Attach a revised "Minor Plan of Study" form to this proposal. (**see appendix 2003-89**)
5. Dates approved by:
 - Department Curriculum Committee: March 13, 2003
 - Department Faculty: March 28, 2003
 - Department Head: March 28, 2003
6. Name, Phone Number, and e-mail address of principal contact person:
 - David A. Yalof (6-0416) david.yalof@uconn.edu
 - Jennifer Sterling Folker (6-2535) jsfolker@uconnvm.uconn.edu
 - Carol W. Lewis (6-3468) carol.lewis@uconn.edu

2003-90

Proposal to: ADD A NEW COURSE

Date: September 15, 2003

Department: Physics

Abbreviated Title: Computational Physics

CATALOGUE COPY:

2XXV. Computational Physics

Second semester. Three credits. Two class periods and one 2-hour laboratory period.
Prerequisite: PHYS 123 or 125 or 132 or 142 or 152 and MATH 211, any of which may be taken concurrently; or consent of the instructor. Open to sophomores.

Basic introduction to numerical and mathematical methods required for the solution of physics problems using currently available scientific software for computation and graphics.

Effective Date of Change: Spring 2004

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

JUSTIFICATION

(1) Reasons for adding this course:

The reasons for adding the proposed Physics 2XYQ course are to:

a) familiarize the student with some of the simpler numerical algorithms and commercially available software, such as MATHCAD, MATLAB, MATHEMATICA, or equivalent, needed to solve scientific problems, and b) serve as an introduction to mathematical methods commonly used in the solution of physics problems. A list of candidate textbooks and a proposed syllabus is attached. **See Appendix 2003-90**

(2) Academic Merit:

The proposed course will prepare the student for problem solving utilizing computer skills. The method consists of proposing certain problems in physics, such as the vibrating string, coupled oscillators, heat conduction, mechanics problems involving friction, etc., and associate each problem with a description of the numerical and mathematical techniques required for the solution. Once the methods of solution are explained, the student is asked to obtain a numerical solution with plots of the results illustrating the meaning of the results. This procedure is similar to that in Physics 305 (Computerized Modeling in Science); however, is simpler, less intensive, and more introductory in nature. Typically the undergraduate physics major would take this course in the Spring Semester of the sophomore year. Juniors and seniors would find this course useful, as well as science majors in other departments.

(3) Overlapping Courses:

The fact that many numerical computation courses are offered at the University of Connecticut, especially in the School of Engineering, underlines the importance of this subject in today's world. However, none of the existing courses are suitably tailored towards the needs of our Physics majors. A detailed review of the existing numerical computation courses is provided at the end of this proposal.

See Appendix 2003-90

(4) Other Departments Consulted:

School of Engineering and Department of Mathematics

(5) Number of Students Expected:

10

(6) Number and Size of Section:

One section with a capacity of 20 students

(7) Effects of Other Departments:

None

(8) Effects on Regional Campuses:

None

(9) Approvals Received and Dates

Physics Department Curriculum and Courses Committee – February 25, 2003

Full Faculty and Department Head - April 17, 2003

(10) Name and Phone Number of Person for the CCC to Contact:

George Rawitscher, Chairperson

Physics Department Curriculum and Courses Committee

Phone: 6-4377

Fax: 6-3346

e-mail: rawitsch@uconnvm.uconn.edu

(11) Staffing:

No change

Computer Resources:

The proposed course consists of two class periods and one 2-hour laboratory period. The two class periods each week can be held in any of the “high-tech”) classrooms. There are several such classrooms in the Gant Math-Science Complex. Both the Department of Mathematics and School of Engineering have graciously offered the use of their computer laboratory facilities for the proposed course. Supporting letters from J. F. Hurley in Mathematics and G. L. Assard and D. J. Cooper from Engineering have been submitted to the Chairperson of the Physics Curricula and Courses Committee separately from this proposal.

V-Justification (both “Q” and “C”):

The minimum mathematics preparation for this course is at the level of MATH 211Q (Elementary Differential Equations). In addition to MATH 211Q, the other prerequisites listed above are all 100-level physics courses with the Q designation. The proposed text books for this course are Numerical methods for Physics by A. L. Garcia and Mathematical methods in the Physical Sciences by M. L. Boas. In addition to gaining familiarity with currently available scientific software (e.g., MATLAB, MATHEMATICA, or equivalent), the student will also learn some of the basic mathematical methods used in Physics and how they can be implemented numerically. This skill will serve the physics majors well for the solution of physics problems that they will encounter in subsequent courses. The proposed course will easily satisfy the credit and time requirements stipulated in paragraph six under the guidelines for computer courses. A student will not pass the proposed course if he/she does not pass both the quantitative (“Q”) and computer (“C”) components of the course.

2003-91

Proposal to Add a New Course

1. Date: September 2, 2003
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Fall 2004

Final catalog Listing (see Note A):

CDIS 3XX: Directed Observation in Hearing.

Directed observation of diagnostic and rehabilitative procedures in audiology for pediatric and adult populations. Effects of etiology considered.

Credits and hours by arrangement. Lecture. May be repeated for credit.

Items included in catalog listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS
2. Course Number (see Note B): 3XX
3. Course Title: Directed Observation in Hearing
4. Semester offered (see Note C): Both semesters
5. Number of Credits (see Note D): Credits and hours by arrangement
6. Course description (second paragraph of catalog entry -- see Note K):
Directed observation of diagnostic and rehabilitative procedures in audiology for pediatric and adult populations. Effects of etiology considered.

Optional Items

7. Number of Class Periods, if not standard (see Note E): not applicable
8. Prerequisites, if applicable (see Note F): not applicable
9. Recommended Preparation, if applicable (see Note G): not applicable
10. Consent of Instructor, if applicable (see Note T): not applicable
11. Exclusions, if applicable (see Note H): not applicable
12. Repetition for credit, if applicable (see Note I): May be repeated for credit
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L): This new course will be required in the curriculum proposed for the Doctoral Program in Clinical Audiology. This course will provide students with guided observation of diagnostic and rehabilitative audiology services prior to direct clinical practica experience.

2. Academic Merit (see Note L): This course will expand and strengthen the graduate program in audiology.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 15-20

5. Number and Size of Section: 2 sections, 7-10 students

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

7. Effects on Regional Campuses: None

8. Staffing: Linda Guenette, Pamela Paine.

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/2/03

Department Faculty: 9/9/03

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

Linda Guenette, Instructor, 486-3274, linda.guenette@uconn.edu

Pamela Paine, Instructor, 486-4993, pamela.paine@uconn.edu

Carl Coelho, CCC Representative, 486-4482
Harvey Gilbert, Department Head, 486-2817

2003-92

Proposal to Add a New Course

1. Date: September 2, 2003
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Spring 2005

Final catalog Listing (see Note A):

CDIS 3XY: Otologic Basis of Hearing Loss.

Basic and advanced principles in medical audiology including anatomy and physiology of the system, disorders of the auditory system, genetics, radiology and functional brain imaging.

3 credits, Lecture.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS
2. Course Number (see Note B): 3XY
3. Course Title: Otologic Basis of Hearing Loss
4. Semester offered (see Note C): Second
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K):
Basic and advanced principles in medical audiology including anatomy and physiology of the system, disorders of the auditory system, genetics, radiology and functional brain imaging.

Optional Items

7. Number of Class Periods, if not standard (see Note E): not applicable
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): not applicable
10. Consent of Instructor, if applicable (see Note T): not applicable
11. Exclusions, if applicable (see Note H): not applicable
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):
14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L): This new course will be required in the curriculum proposed for the Doctoral Program in Clinical Audiology. This course will cover the medical basis of hearing loss that has been identified as an important content area by the faculty in audiology.

2. Academic Merit (see Note L): This course has been offered the last three years as COMS 364: Seminar in Audiology.

3. Overlapping Courses (see Note M): None
 4. Number of Students Expected: 15-20
 5. Number and Size of Section: 1 section, 15-20 students
 6. Effects on Other Departments (see Note N): None
 7. Effects on Regional Campuses: None
 8. Staffing: Gerald Leonard
 9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/2/03
Department Faculty: 9/9/03
 10. Name, Phone Number, and e-mail address of principal contact person:
Harvey Gilbert, Department Head, 486-2817, harveyg@uconnvm.uconn.edu
Carl Coelho, CCC Representative, 486-4482
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2003-93

Proposal to Add a New Course

1. Date: September 2, 2003
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Fall 2004

Final catalog Listing (see Note A):

CDIS 3XZ: Electrophysiologic Techniques & Interpretation I.

Review of clinical applications of otoacoustic emissions, auditory brainstem response, electrocochleography, and auditory steady state potentials with emphasis on diagnostic issues.
4 credits, Three class periods and one 1-hour laboratory period.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS
2. Course Number (see Note B): 3XZ
3. Course Title: Electrophysiologic Techniques & Interpretation I
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): Four credits
6. Course description (second paragraph of catalog entry -- see Note K):
Review of clinical applications of otoacoustic emissions, auditory brainstem response, electrocochleography, and auditory steady state potentials with emphasis on diagnostic issues.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Three class periods and one 1-hour laboratory period.
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): not applicable
10. Consent of Instructor, if applicable (see Note T): not applicable
11. Exclusions, if applicable (see Note H): not applicable
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): Musiek

14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L): This new course will be required in the curriculum proposed for the Doctoral Program in Clinical Audiology. This course will provide the foundation for electrophysiologic measurement of the auditory system. Electrophysiologic measures have become the standard of care in clinical diagnostic audiology.
2. Academic Merit (see Note L): This course will expand and strengthen the graduate program in clinical audiology.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 15-20
5. Number and Size of Section: 1 section, 15-20 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing: Frank Musiek
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/2/03
Department Faculty: 9/9/03
10. Name, Phone Number, and e-mail address of principal contact person:
Frank Musiek, instructor, 486-3166, frank.musiek@uconn.edu
Carl Coelho, CCC Representative, 486-4482
Harvey Gilbert, Department Head, 486-2817

2003-94

Proposal to Add a New Course

1. Date: September 2, 2003
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Fall 2004

Final catalog Listing (see Note A):

CDIS 3YX: Geriatric Audiology.

The physical effects of aging on the auditory periphery and central nervous system, as well as the consequences of aging on diagnostic and rehabilitative services to older clients.

3 credits, Lecture.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS
2. Course Number (see Note B): 3YX
3. Course Title: Geriatric Audiology
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K):
The physical effects of aging on the auditory periphery and central nervous system, as well as the consequences of aging on diagnostic and rehabilitative services to older clients.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): not applicable
10. Consent of Instructor, if applicable (see Note T): not applicable
11. Exclusions, if applicable (see Note H): not applicable
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):
14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L): This new course will be required in the curriculum proposed for the Doctoral Program in Clinical Audiology. Presently, there are no course offerings in audiology devoted to working with elderly adults. Audiologic Assessment (COMS 356) and Adult Aural Rehab (COMS 369) provide a foundation for evaluating adult clients but they do not address needs specific to older adults. In order to practice successfully in the upcoming decades, a clinical audiologist will need specific training in areas such as physiological changes in the aging auditory system, changes in cognitive function with age, and working in long-term care facilities.

2. Academic Merit (see Note L): This course will expand and strengthen the graduate program in clinical audiology.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 15-20

5. Number and Size of Section: 1 section, 15-20 students

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

7. Effects on Regional Campuses: None

8. Staffing: Kathleen M. Cienkowski

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/2/03

Department Faculty: 9/9/03

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

Kathleen M Cienkowski, instructor, 486-3289, k.Cienkowski@uconn.edu

Carl Coelho, CCC Representative, 486-4482

Harvey Gilbert, Department Head, 486-2817

2003-95

Proposal to Add a New Course

1. Date: September 2, 2003

2. Department requesting this course: Communication Sciences

3. Semester and year in which course will be first offered: Summer 2005

Final catalog Listing (see Note A):

CDIS 3YY: Psychosocial Issues of Hearing Loss.

Contemporary counseling issues related to working with individuals with hearing disorders.
Emphasis on family systems and the impact of a hearing disorder.
3 credits, Lecture.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS
2. Course Number (see Note B): 3YY
3. Course Title: Psychosocial Issues of Hearing Loss
4. Semester offered (see Note C): Summer
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K):
Contemporary counseling issues related to working with individuals with hearing disorders.
Emphasis on family systems and the impact of a hearing disorder.

Optional Items

7. Number of Class Periods, if not standard (see Note E): not applicable
8. Prerequisites, if applicable (see Note F): CDIS 351
9. Recommended Preparation, if applicable (see Note G): not applicable
10. Consent of Instructor, if applicable (see Note T): not applicable
11. Exclusions, if applicable (see Note H): not applicable
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): Cienkowski
14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L): Reasons for adding this course: (see Note L):
This new course will be required in the curriculum proposed for the Doctoral Program in Clinical Audiology. Audiologists treat clients of all ages from infants identified with hearing loss through universal newborn hearing screenings to the older adults with hearing loss due to age. The impact on hearing loss on communication necessitates that audiologists be well-trained in counseling individuals with hearing loss and their families on the diagnosis and rehabilitation of hearing disorders.
2. Academic Merit (see Note L): This course has been offered as CDIS 369: Topics in Audiology.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 15-20
5. Number and Size of Section: 1 section, 15-20 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing: Kathleen M. Cienkowski.

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/2/03

Department Faculty: 9/9/03

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

Kathleen M. Cienkowski, Instructor, 486-3289, k.cienkowski@uconn.edu

Carl Coelho, CCC Representative, 486-4482

Harvey Gilbert, Department Head, 486-2817

2003-96

Proposal to Add a New Course

1. Date: September 2, 2003

2. Department requesting this course: Communication Sciences

3. Semester and year in which course will be first offered: Spring 2005

Final catalog Listing (see Note A):

CDIS 3YZ: Adult Aural Rehabilitation.

The provision of aural rehabilitation services to adults with hearing loss including auditory training, speechreading, auditory-visual integration, effective communication strategies, and Deaf culture.

3 credits, Lecture. Prerequisite: CDIS 356.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS

2. Course Number (see Note B): 3YZ

3. Course Title: Adult Aural Rehabilitation

4. Semester offered (see Note C): Second

5. Number of Credits (see Note D): Three credits

6. Course description (second paragraph of catalog entry -- see Note K):

The provision of aural rehabilitation services to adults with hearing loss including auditory training, speechreading, auditory-visual integration, effective communication strategies, and Deaf culture.

Optional Items

7. Number of Class Periods, if not standard (see Note E): not applicable

8. Prerequisites, if applicable (see Note F): CDIS 351

9. Recommended Preparation, if applicable (see Note G): not applicable

10. Consent of Instructor, if applicable (see Note T): not applicable

11. Exclusions, if applicable (see Note H): not applicable

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): Cienkowski

14. Open to Sophomores (see Note U): not applicable

15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L): Reasons for adding this course: (see Note L): This new course will be required in the curriculum proposed for the Doctoral Program in Clinical Audiology. This course will provide students with advanced training in aspects related to the rehabilitation of hearing loss for adult clients.
2. Academic Merit (see Note L): This course has been offered the last three years as CDIS 369: Topics in Audiology.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 15-20
5. Number and Size of Section: 1 section, 15-20 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing: Kathleen M. Cienkowski.
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/2/03
Department Faculty: 9/9/03
10. Name, Phone Number, and e-mail address of principal contact person:
Kathleen M. Cienkowski, Instructor, 486-3289, k.cienkowski@uconn.edu
Carl Coelho, CCC Representative, 486-4482
Harvey Gilbert, Department Head, 486-2817

2003-97

Proposal to Add a New Course

1. Date: September 2, 2003
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Fall 2004

Final catalog Listing (see Note A):

CDIS 3ZX: Professional Issues in Audiology.

Issues related to ethics and practice in the field of audiology, multicultural sensitivity, legal rights and responsibilities.

3 credits, Lecture.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS
2. Course Number (see Note B): 3ZX
3. Course Title: Professional Issues in Audiology
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K):
Issues related to ethics and practice in the field of audiology, multicultural sensitivity, legal rights and responsibilities.

Optional Items

7. Number of Class Periods, if not standard (see Note E): not applicable
8. Prerequisites, if applicable (see Note F): CDIS 351
9. Recommended Preparation, if applicable (see Note G): not applicable
10. Consent of Instructor, if applicable (see Note T): not applicable
11. Exclusions, if applicable (see Note H): not applicable
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):
14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L): Reasons for adding this course: (see Note L): This new course will be required in the curriculum proposed for the Doctoral Program in Clinical Audiology. Ethical considerations are fundamental to delivery of health care services, and audiologists must be fully aware of ethical and legal issues pertaining to their scope of practice and clinical service.
2. Academic Merit (see Note L): This course has essentially been offered as part of CDIS 337 (Clinical Practicum in Hearing). The addition of a new course will allow the faculty to expand upon a number of professional issues rather than covering them in an abbreviated context.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 15-20
5. Number and Size of Section: 1 section, 15-20 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing: Clinical faculty
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/2/03
Department Faculty: 9/9/03
10. Name, Phone Number, and e-mail address of principal contact person:
Carl Coelho, CCC Representative, 486-4482
Harvey Gilbert, Department Head, 486-2817

2003-98

Proposal to Add a New Course

1. Date: September 2, 2003
 2. Department requesting this course: Communication Sciences
 3. Semester and year in which course will be first offered: Fall 2004
- Final catalog Listing** (see Note A):

CDIS 4XX: Amplification of Residual Hearing II.

Theoretical and clinical issues related to hearing aid candidacy and fitting with an emphasis on advanced signal processing strategies.

3 credits, Lecture. Prerequisite: CDIS 351.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS
2. Course Number (see Note B): 4XX
3. Course Title: Amplification of Residual Hearing II
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K):
Theoretical and clinical issues related to hearing aid candidacy and fitting with an emphasis on advanced signal processing strategies.

Optional Items

7. Number of Class Periods, if not standard (see Note E): not applicable
8. Prerequisites, if applicable (see Note F): CDIS 351
9. Recommended Preparation, if applicable (see Note G): not applicable
10. Consent of Instructor, if applicable (see Note T): not applicable
11. Exclusions, if applicable (see Note H): not applicable
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): Cienkowski
14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L): Reasons for adding this course: (see Note L):
This new course will be required in the curriculum proposed for the Doctoral Program in Clinical Audiology. Increasing clinical audiologists are moving towards employment in private practice with an emphasis on hearing aids. This course will provide students with advanced training in the evaluation and fitting of amplification devices for the hearing impaired.
2. Academic Merit (see Note L): This course has been offered the last three years as CDIS 369: Topics in Audiology.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 15-20
5. Number and Size of Section: 1 section, 15-20 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing: Kathleen M. Cienkowski.
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/2/03
Department Faculty: 9/9/03

10. Name, Phone Number, and e-mail address of principal contact person:
Kathleen M. Cienkowski, Instructor, 486-3289, k.cienkowski@uconn.edu
Carl Coelho, CCC Representative, 486-4482
Harvey Gilbert, Department Head, 486-2817

2003-99

Proposal to Add a New Course

1. Date: September 2, 2003
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Spring 2005

Final catalog Listing (see Note A):

CDIS 4XY: Hearing Conservation/Industrial Audiology.

Effects of noise on the structure and function of the auditory system. Elements of noise measurements, otoprotection, and key issues in establishment and maintenance of a hearing conservation program.

3 credits, Lecture.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS
2. Course Number (see Note B): 4XY
3. Course Title: Hearing Conservation/Industrial Audiology
4. Semester offered (see Note C): Second
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K):
Effects of noise on the structure and function of the auditory system. Elements of noise measurements, otoprotection, and key issues in establishment and maintenance of a hearing conservation program.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): not applicable
10. Consent of Instructor, if applicable (see Note T): not applicable
11. Exclusions, if applicable (see Note H): not applicable
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):
14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L): It has been reported that noise is one of the most prevalent health hazards in the industrial workplace and is among the most common sources of complaints to occupational health administrators. Academic and clinical training in this area is important for our graduate students because industrial audiology represents a growing market in the field. This new course will be required in the curriculum proposed for the Doctoral Program in Clinical Audiology.
2. Academic Merit (see Note L): This course will expand and strengthen the graduate program in clinical audiology.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 15-20
5. Number and Size of Section: 1 section, 15-20 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing: Frank Musiek
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/2/03
Department Faculty: 9/9/03
10. Name, Phone Number, and e-mail address of principal contact person:
Frank Musiek, instructor, 486-3166, frank.musiek@uconn.edu
Carl Coelho, CCC Representative, 486-4482
Harvey Gilbert, Department Head, 486-2817

2003-100

Proposal to Add a New Course

1. Date: September 2, 2003
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Spring 2006

Final catalog Listing (see Note A):

CDIS 4XZ: Electrophysiologic Techniques & Interpretation II.

Methods of acquiring, averaging and analyzing cortical evoked and event-related potentials following auditory input. Emphasis will be on utilization of multi-channel recording devices for research and clinical purposes.

4 credits, Lecture. Three class periods and one 1-hour laboratory period. Prerequisite CDIS 3XZ.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS
2. Course Number (see Note B): 4XZ
3. Course Title: Electrophysiologic Techniques & Interpretation II
4. Semester offered (see Note C): Second

5. Number of Credits (see Note D): Four credits
6. Course description (second paragraph of catalog entry -- see Note K):
Methods of acquiring, averaging and analyzing cortical evoked and event-related potentials following auditory input. Emphasis will be on utilization of multi-channel recording devices for research and clinical purposes.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Three class periods and one 1-hour laboratory period.
8. Prerequisites, if applicable (see Note F): CDIS 3XZ
9. Recommended Preparation, if applicable (see Note G): not applicable
10. Consent of Instructor, if applicable (see Note T): not applicable
11. Exclusions, if applicable (see Note H): not applicable
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): Moncrieff
14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L): This course will expand upon the foundation in electrophysiologic measurement obtained in CDIS 3XX. The course will cover late auditory potentials and cortical evoked potentials. This new course will be required in the curriculum proposed for the Doctoral Program in Clinical Audiology.
2. Academic Merit (see Note L): This course will expand and strengthen the graduate program in clinical audiology.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 15-20
5. Number and Size of Section: 1 section, 15-20 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing: Deborah Moncrieff
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/2/03
Department Faculty: 9/9/03
10. Name, Phone Number, and e-mail address of principal contact person:
Deborah Moncrieff, instructor, 486-3687, debbie.moncrieff@uconn.edu
Carl Coelho, CCC Representative, 486-4482
Harvey Gilbert, Department Head, 486-2817

2003-101

Proposal to Drop an Existing Course

Last revised: Monday, April 21, 2003

1. Date: September 2, 2003
2. Department: Communication Sciences
3. Catalog Copy:

CDIS 338. Seminar in Childhood Hearing Impairment

Weekly presentation on working with infants and young children with hearing impairment. Current research, team participation, and cultural diversity.
3 credits, Seminar. May be repeated for credit with a change in content.

4. Effective Date (semester, year -- see Note R):
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for dropping this course: The course has not been offered in the past three years due to the retirement of a faculty member. This special topic area was offered as a compliment to the childhood hearing impairment program (CHIP) that has been discontinued.
2. Other Departments Consulted: none
3. Effects on Other Departments: none
4. Effects on Regional Campuses: none
5. Dates approved by (see Note Q):
Department Curriculum Committee: 9/2/03
Department Faculty: 9/9/03
6. Name, Phone Number, and e-mail address of principal contact person:
Carl Coelho, CCC Representative, 486-4482
Harvey Gilbert, Department Head, 486-2817

2003-102

Proposal to Change a Group of Existing Courses

Last revised: Thursday, April 10, 2003

1. Date: 8 September 2003
2. Department: Modern and Classical Languages
3. Nature of Proposed Change: Removal of prerequisite
4. Current Catalog Copy:

207. Greek Philosophical Writings

(Formerly offered as CLAS 207.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 172](#).

Selections from Plato and Aristotle.

208. Homer

(Formerly offered as CLAS 208.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 172](#).

Selections from the *Iliad* or *Odyssey*.

211. Greek Drama

(Formerly offered as CLAS 211.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 172](#).

Selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes.

212. Greek Historical Writings

(Formerly offered as CLAS 212.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 172](#).

Selections from Herodotus and Thucydides.

214. Greek Lyric Poetry

(Formerly offered as CLAS 214.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 172](#).

Selections from the early Greek lyric, elegiac, and iambic poets, including but not limited to Archilochus, Mimnermus, Solon, Sappho, Alcaeus, Anacreon, Xenophanes, Theognis, and Simonides.

215. The Greek New Testament

(Formerly offered as CLAS 215.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 172](#).

Selected readings, ordinarily including Acts of the Apostles and at least one Pauline letter.

213. Ovid and Mythology

(Formerly offered as CLAS 213.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 124](#), or three or more years of Latin in high school.

Selections from Ovid, mainly from the *Metamorphoses*, and a study of the myths of Greece and Rome.

221. Survey of Classical Latin Literature

(Formerly offered as CLAS 221.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 124](#), or three or more years of Latin in high school.

Extensive reading of a relatively wide range of authors of representative classical Latin prose and poetry.

224. Vergil and the Roman Epic

(Formerly offered as CLAS 224.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 124](#), or three or more years of Latin in high school.

Books VII-XII of the *Aeneid* and a study of the relation of the *Aeneid* to earlier Greek epic and to the later epic tradition.

225. Latin Drama

(Formerly offered as CLAS 225.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 124](#), or three or more years of Latin in high school.

Selected plays of Plautus, Terence, and Seneca, with lectures on Roman theatre and the development of drama.

226. Latin Lyric Poetry

(Formerly offered as CLAS 226.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 124](#), or three or more years of Latin in high school.

Selections from the lyrics of Horace and Catullus, with lectures on metrical patterns and the influence of Greek lyrics.

227. Latin Historical Prose

(Formerly offered as CLAS 227.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 124](#), or three or more years of Latin in high school.

Selections from Sallust, Livy, and Tacitus.

230. Latin Philosophical Prose and Poetry

(Formerly offered as CLAS 230.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 124](#), or three or more years of Latin in high school.

Selections from Lucretius, Cicero, and Seneca.

231. Latin Elegiac Poetry

(Formerly offered as CLAS 231.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 124](#), or three or more years of Latin in high school.

Selections from Tibullus, Propertius, and Ovid's *Amores*.

232. Medieval Latin

(Formerly offered as CLAS 232.) Either semester, alternate years. Three credits. Prerequisite: [CAMS 124](#), or three or more years of Latin in high school.

Reading of texts from a number of periods and in a variety of styles, with consideration of morphological, syntactical, and semantic developments.

5. Proposed Catalog Copy:

207. Greek Philosophical Writings

(Formerly offered as CLAS 207.) Either semester, alternate years. Three credits. Selections from Plato and Aristotle.

208. Homer

(Formerly offered as CLAS 208.) Either semester, alternate years. Three credits. Selections from the *Iliad* or *Odyssey*.

211. Greek Drama

(Formerly offered as CLAS 211.) Either semester, alternate years. Three credits. Selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes.

212. Greek Historical Writings

(Formerly offered as CLAS 212.) Either semester, alternate years. Three credits. Selections from Herodotus and Thucydides.

214. Greek Lyric Poetry

(Formerly offered as CLAS 214.) Either semester, alternate years. Three credits. Selections from the early Greek lyric, elegiac, and iambic poets, including but not limited to Archilochus, Mimnermus, Solon, Sappho, Alcaeus, Anacreon, Xenophanes, Theognis, and Simonides.

215. The Greek New Testament

(Formerly offered as CLAS 215.) Either semester, alternate years. Three credits. Selected readings, ordinarily including Acts of the Apostles and at least one Pauline letter.

213. Ovid and Mythology

(Formerly offered as CLAS 213.) Either semester, alternate years. Three credits. Selections from Ovid, mainly from the *Metamorphoses*, and a study of the myths of Greece and Rome.

221. Survey of Classical Latin Literature

(Formerly offered as CLAS 221.) Either semester, alternate years. Three credits. Extensive reading of a relatively wide range of authors of representative classical Latin prose and poetry.

224. Vergil and the Roman Epic

(Formerly offered as CLAS 224.) Either semester, alternate years. Three credits.
Books VII-XII of the *Aeneid* and a study of the relation of the *Aeneid* to earlier Greek epic and to the later epic tradition.

225. Latin Drama

(Formerly offered as CLAS 225.) Either semester, alternate years. Three credits.
Selected plays of Plautus, Terence, and Seneca, with lectures on Roman theatre and the development of drama.

226. Latin Lyric Poetry

(Formerly offered as CLAS 226.) Either semester, alternate years. Three credits.
Selections from the lyrics of Horace and Catullus, with lectures on metrical patterns and the influence of Greek lyrics.

227. Latin Historical Prose

(Formerly offered as CLAS 227.) Either semester, alternate years. Three credits.
Selections from Sallust, Livy, and Tacitus.

230. Latin Philosophical Prose and Poetry

(Formerly offered as CLAS 230.) Either semester, alternate years. Three credits.
Selections from Lucretius, Cicero, and Seneca.

231. Latin Elegiac Poetry

(Formerly offered as CLAS 231.) Either semester, alternate years. Three credits.
Selections from Tibullus, Propertius, and Ovid's *Amores*.

232. Medieval Latin

(Formerly offered as CLAS 232.) Either semester, alternate years. Three credits.
Reading of texts from a number of periods and in a variety of styles, with consideration of morphological, syntactical, and semantic developments.

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 these courses: In recent years the faculty in CAMS have been waiving the language prerequisites in these courses, teaching the literature in translation, and supervising advanced language students who are enrolled by means of independent study. We would like to change the prerequisites, and the corresponding catalogue copy, to reflect current usage.

2. Effect on Department's Curriculum: Formalization of existing practice.

3. Other Departments Consulted (see Note N): None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: Current

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/9/03

Department Faculty: 9/19/03

8. Name, Phone Number, and e-mail address of principal contact person: Roger Travis, 6-3316, roger.travis_jr@uconn.edu

2003-103

Proposal to: ADD A NEW COURSE

Date: February 17, 2003

Department: Modern and Classical Languages (CAMS)

Abbreviated Title: Ancient World in Cinema

CATALOGUE COPY:

CAMS 2xy. The Ancient World in Cinema. Either semester, three credits.

Representations of the ancient Mediterranean world in contemporary cinema.

Effective Date of Change: Fall 2004

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

1. Course Number: CAMS 245
2. Course Title: Ancient World in Cinema
3. Semester(s) offered: Fall or Spring
4. Number of Credits: 3
5. Number of Class Periods: 3
6. Prerequisite/Required Preparation: none
7. Any required consent/any exclusions: none
8. Repetition for credit: no
9. Instructor in charge: team taught: Johnson, Miller, Travis
10. Course description:

The aim of this team-taught course is to assess the ways in which ancient history and literature have been re-interpreted in the film medium. Students will evaluate each film in view of the relevant literature. Where issues of historical interpretation are concerned, the focus will be on the new "layer" of understanding (or misunderstanding) that the film version lends to the ancient accounts. Similarly, where an ancient literary form is being presented, there will be a discussion of the ways that cinema has interpreted the ancient author's work. In the process, students will learn much about the ancient world, its literature, civilizations, and history and will acquire an appreciation for the influence of popular culture upon our assessment and understanding of antiquity.

11. Semester and year in which course will be first offered: Fall 2004

JUSTIFICATION

1. Reasons for adding this course:

The members of the CAMS section have been discussing the creation of a course focusing on representations of the ancient world in film for some time. The ancient world is a very popular subject in cinema and one which appeals readily to students, but its very popularity raises

challenging questions (historical, literary-critical, and theoretical) about modern cinema as medium for understanding and representing the ancient world. The proposal to create a minor in film studies offered the needed incentive to crystallize our group efforts to propose such a course.

2. Academic Merit:

The study of representations of the ancient world through film has recently attracted much serious scholarly attention, both from the perspective of critical film theory and from the perspective of classical scholarship. It has been the subject of a three-year panel at the American Philological Association (the national annual conference for the study of the Greek and Roman world) and several important books on the subject have appeared in recent years. The subject has academic merit in its own right and will also raise traditional academic issues for the students through comparison with the relevant ancient texts.

A sample syllabus is attached – see **Appendix 2003-103**

3. Overlapping Courses: none
4. Other Departments Consulted: none for this particular course
5. Number of Students Expected: 20-40
6. Number and Size of Section: one section max 40
7. Effects on Other Departments: none for this particular course
8. Effects on Regional Campuses: none
9. Approvals Received and Dates: MCL 2/24/03
10. Names and Phone Numbers of Persons for the CCC to contact:

Sara Johnson X6-5388
Stuart Miller X6-3386
Roger Travis X6-3316

11. Staffing: team taught by Johnson, Miller, Travis; other faculty with expertise in the area of ancient cinema may be invited to join as the opportunity arises

2003-104

Proposal to Add a New Course

1. Date: **23 September 2003**
2. Department requesting this course: **Linguistics**
3. Semester and year in which course will be first offered: **Fall 2004**

Final 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.

LING 3XX. General Exam Workshop

Weekly forum for second- and third-year doctoral students to present, and receive feedback on, their research for General Examination papers. Regular presentations and participation in discussions required.

3 credits, Seminar. Recommended preparation: Completion of three semesters of full-time graduate coursework in linguistics. Open to graduate students in Linguistics, others with permission.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **LING**
2. Course Number (see Note B): **3XX**
3. Course Title: **General Exam Workshop**
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):

Weekly forum for second- and third-year doctoral students to present, and receive feedback on, their research for General Examination papers. Regular presentations and participation in discussions required.

Optional Items

7. Number of Class Periods, if not standard (see Note E): not applicable
8. Prerequisites, if applicable (see Note F): **None**
9. Recommended Preparation, if applicable (see Note G):
Completion of three semesters of full-time graduate coursework in linguistics
10. Consent of Instructor, if applicable (see Note T): not applicable
11. Exclusions, if applicable (see Note H): not applicable
12. Repetition for credit, if applicable (see Note I): **May be repeated for credit**
13. Instructor(s) names if they will appear in catalog copy (see Note J): not applicable
14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

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

This semester the proposed course is being offered for the second time under the rubric of LING 360 Seminar in General Linguistics. The Department of Linguistics would now like to give the course its own catalogue entry, because it is rapidly becoming an integral component of our doctoral program.

2. Academic Merit (see Note L):

The Department of Linguistics requires each doctoral student to write and defend two original research papers, of publishable quality, by the end of the third year of study. When successfully defended, these two papers satisfy the Department's General

Examination Requirement for the Ph.D. The proposed course includes detailed instruction on the professional standards for research papers and presentations in linguistics. Moreover, the course provides the students with a structured forum in which to present, and receive comments on, their developing research projects. No other course fills these needs.

3. Overlapping Courses (see Note M): **None of which we are aware**

4. Number of Students Expected: **Fewer than 15**

5. Number and Size of Section: **1 section, 15 students**

6. Effects on Other Departments (see Note N): **None of which we are aware**

7. Effects on Regional Campuses: **None of which we are aware**

8. Staffing (see Note P):

We expect this course to have limited enrollments and to require no new staff. The instructor will be selected on a rotating basis from the Department's regular graduate faculty.

9. Dates approved by (see Note Q):

Department Curriculum Committee: **16 September 2003**

Department Faculty: **16 September 2003**

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

**Prof. William Snyder, Director of Graduate Studies, Department of Linguistics;
(860) 486-0157; william.snyder@uconn.edu**

2003-105

Proposal to Add a New Course

1. Date: **23 September 2003**

2. Department requesting this course: **Linguistics**

3. Semester and year in which course will be first offered: **Fall 2004**

Final catalog Listing (see Note A):

LING 3XY: Professional Methods.

Practice in writing abstracts for academic conferences. Preparation for academic job market: CV's, letters of application, interviews, job talks.

1 credit, Seminar. Recommended preparation: Completion of three semesters of full-time graduate coursework in linguistics. Open to graduate students in Linguistics, others with permission.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **LING**

2. Course Number (see Note B): **3XY**

3. Course Title: **Professional Methods**

4. Semester offered (see Note C): **Either semester**

5. Number of Credits (see Note D): **1**
6. Course description (second paragraph of catalog entry -- see Note K):

Practice in writing abstracts for academic conferences. Preparation for academic job market: CV's, letters of application, interviews, job talks.

Optional Items

7. Number of Class Periods, if not standard (see Note E): not applicable
8. Prerequisites, if applicable (see Note F): **None**
9. Recommended Preparation, if applicable (see Note G):
Completion of three years of full-time graduate coursework in linguistics
10. Consent of Instructor, if applicable (see Note T): **Consent of instructor is required**
11. Exclusions, if applicable (see Note H): not applicable
12. Repetition for credit, if applicable (see Note I): **May not be repeated for credit**
13. Instructor(s) names if they will appear in catalog copy (see Note J): not applicable
14. Open to Sophomores (see Note U): not applicable
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

Justification

1. Reasons for adding this course: (see Note L)
The proposed course has been offered for many years under the rubric of LING 304 *Investigation of Special Topics*. The Department of Linguistics would now like to give the course its own catalogue entry, because it has become an important component of our doctoral program.
 2. Academic Merit (see Note L):
The proposed course provides the practical training needed to be a member of the professional community in linguistics. Emphasis is placed on the field's particular standards for academic presentations.
 3. Overlapping Courses (see Note M): **None of which we are aware**
 4. Number of Students Expected: **Fewer than 15**
 5. Number and Size of Section: **1 section, 15 students**
 6. Effects on Other Departments (see Note N): **None of which we are aware**
 7. Effects on Regional Campuses: **None of which we are aware**
 8. Staffing (see Note P):
We expect this course to have limited enrollments and to require no new staff. The instructor will be selected on a rotating basis from the Department's regular graduate faculty, and will teach the course as an "overload."
 9. Dates approved by (see Note Q):
Department Curriculum Committee: **16 September 2003**
Department Faculty: **16 September 2003**
 10. Name, Phone Number, and e-mail address of principal contact person:
**Prof. William Snyder, Director of Graduate Studies, Department of Linguistics;
(860) 486-0157; william.snyder@uconn.edu**
-

2003-106

Proposal to Add a New Course

1. Date: September 22, 2003
2. Department requesting this course: MATHEMATICS
3. Semester and year in which course will be first offered: Spring 2004

Final catalog Listing:

MATH 225. Differential Geometry

Either semester, alternate years. Three credits. Prerequisites: MATH 210 and 211, and MATH 213 or 214.

The in-depth study of curves and surfaces in space.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: MATH
2. Course Number : 225
3. Course Title: Differential Geometry
4. Semester offered : Either semester, alternate years.
5. Number of Credits : Three
6. Course description: The in-depth study of curves and surfaces in space.

Optional Items

8. Prerequisites, if applicable: MATH 210 and 211, and MATH 213 or 214.

Justification

1. Reasons for adding this course: The subject of differential geometry of curves and surfaces builds on a foundation of multi-variable calculus and differential equations. The course will offer students an introduction to the research interests of some of the faculty which would not be available in the freshman-sophomore offerings.
2. Academic Merit: Differential geometry is a fundamental and central subject which has applications in a variety of areas inside and outside mathematics, including in particular research in mathematical statistics. It is also an excellent venue for demonstrating the applicability of the mathematics taught in MATH 210Q and 211Q, and it provides a means for deepening students' understanding of those subjects. The Department plans to offer MATH 225 in a rough rotation with courses in topology, number theory, advanced linear algebra, and topics in modern algebra, and to require that all students pursuing a BA or BS in Mathematics take at least one course from this group.

Outline for a syllabus is listed in Appendix 2003-106

3. Overlapping Courses : None
4. Number of Students Expected: 10
5. Number and Size of Section: One section offered
6. Effects on Other Departments : None

7. Effects on Regional Campuses: None
8. Staffing : Professor K. Abe

9. Dates approved by
Department Curriculum Committee: May 1, 2003
Department Faculty: May 6, 2003
10. Name, Phone Number, and e-mail address of principal contact person:
Gerald Leibowitz 6-2402 leibow@math.uconn.edu

2003-107

Proposal to Change an existing Major

1. **Date:** Sept. 24, 2003
2. **Department requesting this change:** Journalism Department
3. **Title of Major:** Journalism
4. **Nature of Change:** Limiting enrollment
5. **Existing catalog Description of the Major:**

This department offers professional preparation for students who are planning careers in journalism. It also offers other students the chance to improve their writing, interviewing and research skills and to learn about the news media. Students in writing courses are expected to produce work of professional quality and to publish that work when possible.

Students who major in journalism should also take related courses in history, economics, political science and other liberal arts disciplines as a sound preparation for news reporting. The department strongly urges students to complete a second major. Students also should gain professional experience before graduation, either through part-time jobs, the Co-operative Education Program or the department's internship program. Internships are available at newspapers, radio and television stations, magazines, public relations offices and political press offices.

In addition to satisfying the requirements of the College, majors must complete JOUR 200W, 201W, 202, 220 and 230W. JOUR 102 is a prerequisite for JOUR 202.

6. **Proposed catalog Description of the Major:** Above copy with this addition:

Students must apply to the Journalism Department to become majors. They must do so by the end of the third full week of classes in the fall or spring semester. A student who is not accepted

initially may reapply in subsequent semesters. Forms can be obtained in the Journalism Department Student Resource Center, Arjona 428.

Students must meet the following two requirements:

- 1) Successful completion of at least 39 credits. (Students who are members in good standing of the University Honors Program may apply after completing 23 credits at UConn.)
- 2) Cumulative GPA of at least 2.8 – OR – successful performance on a timed writing exercise administered by the department. Applicants taking the test must show mastery of the fundamental tools of writing, including spelling, grammar and syntax. The applicant's academic record and goals also will be considered.

7. **Effective Date** (semester, year -- see Note R): fall, 2004

Justification

1. Why is a change required? We can no longer continue to accommodate the increasing number of students who seek to major in journalism. According to the registrar's office, we now have 224 majors in Storrs and 13 at regional campuses. We have only four full-time faculty members. When we are at full strength, we have six. Like Communication Sciences before us, we feel that we must now limit the number of majors we accept. We recently became accredited, which makes us the only accredited journalism program in New England. It is very important for us to maintain our quality if we are to retain this distinction.

2. What is the impact on students? Some students who wish to major in journalism will not be able to do so. We suspect that this will affect more "casual" majors than students who are serious about preparing for a career in journalism. Students who do not meet the GPA requirement will have the opportunity to be accepted based on individual testing and faculty review. They may apply several times.

3. What is the impact on regional campuses? None. We teach only occasionally at regional campuses.

4. Dates approved by (see Note Q):

Department Curriculum Committee: June 26, 2003

Department Faculty: June 26, 2003

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

Maureen Croteau, 486-4221, Maureen.Croteau@uconn.edu

2003-108

Proposal to Add a New Course

1. Date: September 9, 2003
2. Department requesting this course: PNB
3. Semester and year in which course will be first offered: Fall, 2004

Final catalog listing:

PNB 4XX. Seminar in research and journal presentations in physiology and neurobiology.

Provides the opportunity for graduate students to present journal articles and their laboratory research in physiology and neurobiology to the department.

1 credit, Seminar. May be repeated for credit.

Items included in catalog listing:

1. Standard abbreviation for Department or Program: PNB
2. Course number: 4XX
3. Course title: Seminar in research and journal presentations in physiology and neurobiology.
4. Semester offered: Both semesters
5. Number of credits: One credit
6. Course description: Provides the opportunity for graduate students to present journal articles and their laboratory research in physiology and neurobiology to the department.

Optional items:

1. Number of class periods, if not standard. N/A
2. Prerequisites, if applicable: N/A
3. Recommended preparation, if applicable: N/A
4. Consent of instructor, if applicable: N/A
5. Exclusions, if applicable: N/A
6. Repetition for credit, if applicable: May be repeated for credit.
7. Instructor(s) names as they will appear in catalog copy: Staff
8. Open to sophomores: N/A
9. Skill codes "W" "Q" or "C": N/A. (Note: Department prefers S/U grading.) [Chair informed the dept. that S/U requires approval by grad school. TT]

Justification

1. Reasons for adding this course: To formalize graduate student training in the presentation of journal articles and laboratory research.
2. Academic Merit: Students will gain experience in the critical analysis and presentation of the literature, and the organization and presentation of their laboratory research.
3. Overlapping courses: None
4. Number of students expected: 30-40
5. Number and size of section: One section. 30-40 students.
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Staff
9. Dates approved by:
Department Curriculum Committee: 9/26/03
Department faculty: 9/26/03
10. Name, phone number, and e-mail address of principal contact person:
Robert Gallo, 6-2550, robert.gallo@uconn.edu

2003-109

Proposal to Add a New Course

1. **Date:** September 22, 2004
 2. **Department requesting this course:** PNB
 3. **Semester and year in which course will be first offered:** Fall 2003
- Final catalog Listing:**

PNB 2XX. Molecular Neuroanatomy.

First semester. Three credits. Prerequisite: PNB 251 or consent of instructor. Recommended preparation: MCB 203 or 204.

Introduction to molecular neurobiology and the anatomy of the brain, and integration of the molecular systems with anatomical structure and function.

Items included in catalog Listing:

Obligatory Items

1. **Standard abbreviation for Department or Program:** PNB
2. **Course Number:** 2XX
3. **Course Title:** Molecular Neuroanatomy
4. **Semester offered:** Fall only, every other year beginning in 2003
5. **Number of Credits:** three
6. **Course description:** Introduction to molecular neurobiology and the anatomy of the brain, and integration of the molecular systems with anatomical structure and function.

Optional Items

7. **Number of Class Periods, if not standard:** N/A
8. **Prerequisites:** PNB 251 ["Biology of the Brain" (3 credits)] or consent of instructor
9. **Recommended Preparation:** undergraduate course in biochemistry (MCB 203 or 204)
10. **Consent of Instructor:** if applicable
11. **Exclusions:** none
12. **Repetition for credit:** may not be repeated for credit
13. **Instructor(s) names:** staff
14. **Open to Sophomores:** No
15. **Skill Codes:** N/A

Justification

1. **Reasons for adding this course:** To provide students with an opportunity to study molecular mechanisms in the brain and histology of the main brain circuits in greater depth and at an advanced level.
2. **Academic Merit:** Students will gain instruction in advanced molecular neurobiology and neuroanatomy/histology and will be better prepared for post-baccalaureate work in neurobiology and medicine. An in-depth understanding of brain function

A sample syllabus is attached – see **Appendix 2003-109**

3. **Overlapping Courses:** None
4. **Number of Students Expected:** 30
5. **Number and Size of Section:** one
6. **Effects on Other Departments:** none expected
7. **Effects on Regional Campuses:** none expected
8. **Staffing:** staff
9. **Dates approved by :**
 - Department Curriculum Committee:** 9.23.03
 - Department Faculty:** 9.26.2003
10. **Name, Phone Number, and e-mail address of principal contact person**
Randall Walikonis (6-9031) randall.walikonis@uconn.edu
Maria E. Rubio (6-9032) maria.rubio@uconn.edu

2003-110

Proposal to Add a New Course

1. **Date:** September 14, 2003
2. **Department requesting this course:** PNB
3. **Semester and year in which course will be first offered:** Spring 2004

Final catalog listing:

PNB 2XY. Comparative Physiology.
Second semester, alternate years. Three credits. Prerequisite: PNB 250, PNB 274/275, or consent of instructor. Recommended preparation: undergraduate class in basic comparative animal physiology.

Advanced, in-depth examination of animal comparative physiology.

Items included in catalog listing:

1. **Standard abbreviation for Department or Program:** PNB
2. **Course number:** 2XX
3. **Course title:** Comparative Physiology
4. **Semester offered:** Spring only, every other year beginning in 2004
5. **Number of credits:** three
6. **Course Description:** An advanced, in-depth examination of animal comparative physiology

Optional items:

7. **Number of class periods,** if not standard: N/A
8. **Prerequisites:** PNB 250, PNB 274/275, or consent of instructor.
9. **Recommended preparation:** undergraduate class in basic comparative animal physiology

- 10. Consent of instructor:** if applicable
- 11. Exclusions:** none
- 12. Repetition for credit:** may not be repeated for credit
- 13. Instructors:** staff
- 14. Open to sophomores:** No
- 15. Skill Codes:** N/A

Justification

- 1. Reasons for adding this course:** To provide students with an opportunity to study comparative physiology in greater depth and at an advanced level.
- 2. Academic merit:** Students will gain instruction in advanced comparative physiology and will be better prepared for post-baccalaureate work in many different areas of biology or medicine. An in-depth understanding of how animals deal with the basic problems of life is an important foundation for a wide range of biological disciplines.

A sample syllabus is attached – see **Appendix 2003-110**

- 3. Overlapping course:** None
- 4. Number of expected students:** 50 to 60
- 5. Number and size of sections:** one
- 6. Effects on other departments:** none. [NOTE from the chair, 10/13/03: EEB and PNB have communicated regarding potential overlap with EEB 296 Physiological Ecology of Animals. It is agreed that there is no substantial overlap. PNB also agreed to change the title from "Integrative Biology" to "Comparative Physiology". These changes address EEB concerns, according to e-mail from Dr. Crivello.]
- 7. Effects on regional campuses:** none expected
- 8. Staffing:** staff
- 9. Dates approved by:**
 - a. Department Curriculum Committee:** 9.14.03
 - b. Department Faculty:** 9.26.03
- 10. Name, phone number, and email address of principal contact person:** Joe Crivello, 6-5415, joseph.Crivello@uconn.edu

2003-111

Proposal to Change an existing Major

1. Date: August 19, 2003
2. Department requesting this change: Psychology
3. Title of Major: Psychology
4. Nature of Change: Change catalog copy to match existing Plans of Study, which include "Groups" of courses not listed in the catalog description of the major. Also, W versions of core courses are not listed in the catalog copy, nor is our expectation that majors will have completed

our introductory psychology courses (132 and 133/135) prior to taking our 200-level courses. The proposed changes make these points explicit.

5. Existing catalog Description of the Major:

Psychology

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. In addition, all majors should try to include some course work involving experiments in their programs. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before the junior year. Suggested courses include Biology 100, 102, or 107; ANTH 106 or 220; and SOCI 107. If at all possible, majors should take STAT 110 (or 100) by their third semester.

The following core curriculum is required, twenty four 200 level credits including:

Group I. Foundation. Both courses: PSYC 202Q and 291.

Group II. Social and applied science perspectives. Two courses chosen so that two of the following four areas are represented: (a) Developmental Psychology 236; (b) Social Psychology 240; (c) Personality 243 or Abnormal Psychology 245; (d) Industrial/Organizational Psychology 268.

Group III. Natural science perspective. Two courses chosen so that two of the following five areas are represented: (a) Learning 220; (b) Cognitive Psychology 256; (c) Psychology of Language 221; (d) Animal Behavior 253 or Physiological Psychology 257; (e) Sensation-Perception 254.

Students who wish to receive a Bachelor of Science degree with a major in Psychology must do the following: (1) satisfy the general Bachelor of Science requirements, and (2) satisfy a modified version of the major requirements for Psychology. In the modified version, the major requirements are expanded such that (i) three courses must be taken from Group III of the core curriculum, and (ii) two laboratory courses must be taken. A course that is designated as a "laboratory" by its title is considered a laboratory course.

There is a minor in Psychology. A minor in Neuroscience is offered jointly by the Psychology Department and the Physiology and Neurobiology Department Both programs are described in the *Minors* section.

6. Proposed catalog Description of the Major:

Psychology

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department

encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include Biology 100, 102, or 107; ANTH 106 or 220; and SOCI 107. If at all possible, majors should take STAT 110 (or 100) by their third semester.

The following core curriculum is required: Our two introductory-level courses—General Psychology I 132 and either General Psychology II 133 or General Psychology II (Enhanced) 135— followed by at least twenty-four 200 level Psychology credits including:

Group I. Foundation. Both courses: Principles of Research in Psychology 202Q and The History and Systems of Psychology 291/291W.

Group II. Social and applied science perspective. Two courses chosen so that two of the following four areas are represented: (a) Developmental Psychology 236; (b) Social Psychology 240; (c) Personality 243 or Abnormal Psychology 245/245W; (d) Industrial/Organizational Psychology 268.

Group III. Natural science perspective. Two courses (Bachelor of Arts degree) or three courses (Bachelor of Science degree) chosen so that two of the following five areas are represented: (a) Learning 220; (b) Cognitive Psychology 256; (c) Psychology of Language 221; (d) Animal Behavior 253 or Physiological Psychology 257/257W; (e) Sensation-Perception 254.

Group IV. Laboratory courses. Two courses from the following (Bachelor of Science degree only): Laboratory in Cognition 210W, Psycholinguistics Laboratory 211W, Laboratory in Sensation and Perception 215W, Laboratory in Developmental Psychology 232W, Laboratory in Social Psychology 242/242W, Laboratory in Personality 244/244W, Laboratory in Animal Behavior and Learning 263/263W, Laboratory in Physiological Psychology 267/267W.

Additional 200-level Psychology Courses. (At least six credits for the Bachelor of Arts degree; optional for the Bachelor of Science degree.) May include any courses taken for Groups I, II, and III that are not used to fulfill those “core” requirements, as well as any Psychology course in the Catalog. Up to three credits of PSYC 297 or 299 can be used, and PSYC 294 cannot be used.

Related 200-level non-psychology courses. At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 210 (Persuasion), EPSY 221 (Educational Psychology), and HDFS 202 (Human Development: Infancy Through Adolescence) may not be used.

There is a minor in Psychology. A minor in Neuroscience is also offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the *Minors* section.

7. Effective Date (semester, year -- see Note R): Fall, 2003

Justification

1. Why is a change required? Certain portions of the Catalog description of the Psychology Major have not been updated to reflect our approved Bachelor of Arts and Bachelor of Science Plans of Study. The proposed changes in the Catalog description, if approved, will now accurately reflect the requirements of our Plans of Study.
2. What is the impact on students? There will be no impact, other than to make the Catalog description clearer and more precise.
3. What is the impact on regional campuses? None
4. Dates approved by (see Note Q):
Department Curriculum Committee: September 29, 2003
Department Faculty: September 29, 2003
5. Name, Phone Number, and e-mail address of principal contact person:
David B. Miller,
Associate Department Head and Coordinator of Undergraduate Studies
486-3516 or 486-4301
David.B.Miller@uconn.edu

2003-112

Proposal to Add a New Course

1. Date: 9/29/03
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Fall 2004

Final catalog Listing (see Note A):

COMM 301. Introduction to Graduate Communication Research Methods.

Introduction to quantitative research methods and statistics. Issues of measurement and design of communication studies as well as basic descriptive and inferential statistics are covered.

3 Credits, Lecture. Consent of instructor required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): COMM
2. Course Number (see Note B): 301 (This number was reserved for this course when we recently renumbered our graduate courses.)
3. Course Title: Introduction to Graduate Communication Research Methods
4. Semester offered (see Note C): Fall
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):

This course is an introduction to quantitative research methods and statistics. Issues of measurement and design of communication studies as well as basic descriptive and inferential statistics are covered.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T): consent required
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):

Justification

1. Reasons for adding this course: We need a unique graduate course number for an introduction to our research methods sequence. In previous years we have used the COMM 300 number (Independent study) for this purpose. This is awkward and was done primarily for scheduling purposes--(It was taught concurrently with COMM 231q/COMM 200q). This has become less appropriate as we have more clearly defined the role of this course in our graduate research methods sequence.
2. Academic Merit (see Note L): It is necessary that instructors of subsequent courses in our research methods sequence be able to assume the knowledge of this course content.
3. Overlapping Courses (see Note M):
4. Number of Students Expected: 10
5. Number and Size of Section: 1 section 15 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): The course is already being taught under COMM 300. Several faculty members can teach this course.
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/23/03
Department Faculty: 9/23/03
10. Name, Phone Number, and e-mail address of principal contact person:
C. Arthur VanLear, 6-2631, vanlear@uconnvm.uconn.edu

2003-113

Proposal to Change an Existing Course: PNB 351

1. Date: 8/28/03
2. Department: Physiology and Neurobiology
3. Nature of Proposed Change: Change name of course and prerequisites
4. Current Catalog Copy:

PNB 351. Advanced Electron Microscopy.
Electron microscopy as a research method in biological sciences.
1-3 credits, Independent Study. Instructor consent required. Prerequisite: PNB 347.

5. Proposed Catalog Copy:

PNB 351. Projects in Electron Microscopy.
Electron microscopy as a research method in biological sciences.
1-3 credits, Independent Study. Instructor consent required.

6. Effective Date (semester, year -- see Note R): Spring 2004

Justification

1. Reasons for changing this course: This course serves as a vehicle for students who need training or supervision to carry out research projects requiring electron microscopy. For projects involving embedding and thin sectioning for transmission electron microscopy (TEM), students must first take PNB 347 in which these techniques are taught in lab and lecture. However some students want to carry out projects involving only scanning electron microscopy (SEM), and do not need the TEM training given in PNB 347. The theoretical aspects of SEM can be covered in a couple of lectures or in selected readings, and training on the instruments is done individually. The change in course title thus removes the implication that students need prior EM experience in PNB 347, and removing PNB 347 as a prerequisite allows students to later enroll in that course if needed. Since instructor consent is required, each situation can be evaluated individually.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: no change

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/26/03

Department Faculty: 9/26/03

8. Name, Phone Number, and e-mail address of principal contact person: Marie Cantino, 486-3588, Dept of Physiology and Neurobiology, Unit 3242

2003-114

Proposal to Add a New Course

1. Date: 25 September, 2003

2. Department requesting this course: Ecology and Evolutionary Biology

3. Semester and year in which course will be first offered: Spring 2004 or 2005 [first offered as a 298 course in Spring 2002 and 2003].

Final catalog Listing (see Note A):

EEB 2xx: African Field Ecology and Renewable Resources Management

Second semester, alternate years. Four credits. One class period during the semester, followed by three weeks in the field in South Africa. Recommended Preparation: EEB 244. Consent of instructor required.

An intensive, field oriented methods course conducted primarily in South Africa at the Basil Kent Field Station, Great Fish River Reserve in collaboration with the University of Fort Hare. An introduction to South Africa culture and history, ecology, and natural resources is provided in weekly meetings during the semester. This is followed by 3 weeks in South Africa. Topics covered include vegetation and faunal surveys, data collection and analysis, biodiversity monitoring, and conservation management. A research paper relating to an independent study conducted by the student in the field is required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): EEB
2. Course Number (see Note B): 2xx
3. Course Title: **African Field Ecology and Renewable Resources Management**
4. Semester offered (see Note C): Second semester, alternate years
5. Number of Credits (see Note D): four
6. Course description (second paragraph of catalog entry -- see Note K):

An intensive, field oriented methods course conducted primarily in South Africa at the Basil Kent Field Station, Great Fish River Reserve in collaboration with the University of Fort Hare. An introduction to South Africa culture and history, ecology and natural resources is also provided in weekly meetings during the semester. This is followed by 3 weeks in South Africa. Topics covered include vegetation and faunal surveys, data collection and analysis, biodiversity monitoring, and conservation management. A research paper relating to an independent study conducted by the student in the field is required.

Optional Items

7. Number of Class Periods, if not standard (see Note E): one class period per week (1-2 hours), followed by 3 weeks in the field in South Africa.
8. Prerequisites, if applicable (see Note F): consent of instructor.
9. Recommended Preparation, if applicable (see Note G): EEB 244
10. Consent of Instructor, if applicable (see Note T): Consent required
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): no
13. Instructor(s) names if they will appear in catalog copy (see Note J): staff
14. Open to Sophomores (see Note U): no
15. Skill Codes "W", "Q", or "C" (see Note T):

Justification

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

To provide students with additional opportunities for hands-on field experience in Ecology and Evolutionary Biology.

2. Academic Merit (see Note L): This adds a needed field course in ecology to the EEB curriculum. It offers hands-on experience in the methods of field ecology and natural resources management in the unique setting of a large game reserve in South Africa. The course is conducted in collaboration with the University of Fort Hare. The students are also exposed to South African history and culture. A research paper relating to an independent study conducted by the student in the field is required.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 12

5. Number and Size of Section: 001; 12

6. Effects on Other Departments (see Note N): none, but will be co-listed as NRME 2xx.

Currently approval for this new NRME course is being sought in the College of Agriculture and Natural Resources.

7. Effects on Regional Campuses: none

8. Staffing (see Note P):

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/30/03

Department Faculty: 10/1/03

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

John Silander, 9-2168, john.silander@uconn.edu.

Kentwood D. Wells, 6-4454, kentus@uconnvm.uconn.edu

2003-115

Proposal to Add a New Course

1. Date: 25 September, 2003

2. Department requesting this course: Ecology and Evolutionary Biology

3. Semester and year in which course will be first offered: Spring 2004 or 2005 [first offered as a 396 course in Spring 2002 and 2003].

Final catalog Listing (see Note A):

EEB 3xx: African Field Ecology and Renewable Resources Management

An intensive, field oriented methods course conducted primarily in South Africa at the Basil Kent Field Station, Great Fish River Reserve in collaboration with the University of Fort Hare. An introduction to South Africa culture and history, ecology, and natural resources is provided in weekly meetings during the semester. This is followed by 3 weeks in South Africa. Topics covered include vegetation and faunal surveys, data collection and analysis, biodiversity monitoring, and conservation management. A research paper relating to an independent study conducted by the student in the field is required.

4 credits. One class period during the semester, followed by three weeks in the field in South Africa. Consent of instructor required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): EEB
2. Course Number (see Note B): 3xx
3. Course Title: African Field Ecology and Renewable Resources Management
4. Semester offered (see Note C): Second semester, alternate years
5. Number of Credits (see Note D): four
6. Course description (second paragraph of catalog entry -- see Note K):

An intensive, field oriented methods course conducted primarily in South Africa at the Basil Kent Field Station, Great Fish River Reserve in collaboration with the University of Fort Hare. An introduction to South Africa culture and history, ecology and natural resources is also provided in weekly meetings during the semester. This is followed by 3 weeks in South Africa. Topics covered include vegetation and faunal surveys, data collection and analysis, biodiversity monitoring, and conservation management. A research paper relating to an independent study conducted by the student in the field is required.

Optional Items

7. Number of Class Periods, if not standard (see Note E): one class period per week, followed by 3 weeks in the field in South Africa.
8. Prerequisites, if applicable (see Note F): consent of instructor.
9. Recommended Preparation, if applicable (see Note G): EEB 244
10. Consent of Instructor, if applicable (see Note T): Consent required
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): no
13. Instructor(s) names if they will appear in catalog copy (see Note J): staff
14. Open to Sophomores (see Note U): no
15. Skill Codes "W", "Q", or "C" (see Note T):

Justification

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

To provide students with additional opportunities for hands-on field experience in Ecology and Evolutionary Biology.

2. Academic Merit (see Note L): This adds a needed field course in ecology to the EEB curriculum. It offers hands-on experience in the methods of field ecology and natural resources management in the unique setting of a large game reserve in South Africa. The course is conducted in collaboration with the University of Fort Hare. The students are also exposed to South African history and culture. A major research paper relating to an independent study conducted by the student in the field is required. Readings in the primary literature are included.

See **Appendix 2003-114/115** for a syllabus for the course.

3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 12
5. Number and Size of Section: 001; 12
6. Effects on Other Departments (see Note N): none, but will be co-listed as NRME 3xx. Currently approval for this new NRME course is being sought in the College of Agriculture and Natural Resources.

7. Effects on Regional Campuses: none
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/30/03
Department Faculty: 10/1/03
10. Name, Phone Number, and e-mail address of principal contact person:

John Silander
9-2168
john.silander@uconn.edu

Kentwood D. Wells
6-4454
kentus@uconnvm.uconn.edu

2003-116

Proposal to Add a New Course

1. Date: Sept. 26, 2003
2. Department requesting this course: Ecology & Evolutionary Biology
3. Semester and year in which course will be first offered: Spring 2004

Final catalog Listing (see Note A):

EEB 490. Seminar in Behavioral Ecology.
Analysis and discussion of current literature in behavioral ecology.
1 credit, Seminar. May be repeated for credit.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): EEB
2. Course Number (see Note B): 490
3. Course Title: Seminar in Behavioral Ecology
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 1
6. Course description (second paragraph of catalog entry -- see Note K):

Analysis and discussion of current literature in behavioral ecology.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):

12. Repetition for credit, if applicable (see Note I): yes
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):

Justification

1. Reasons for adding this course: We regularly offer graduate seminars in behavioral ecology using our all-purpose seminar number (EEB 469). This will continue our recent procedure of providing specific course numbers for topical seminars.
2. Academic Merit (see Note L): The seminar will introduce graduate students to current literature on a variety of topics in behavioral ecology. Since this is a journal club type seminar, it has no syllabus.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 10
5. Number and Size of Section: 1 section of 10 students
6. Effects on Other Departments (see Note N): None, but students in Psychology, Physiology and Neurobiology, and Anthropology may be interested in the seminar. David Miller in Psychology has a graduate Seminar in Animal Behavior, which is seldom taught and has a different focus from this seminar. He was enthusiastic about adding this seminar to our curriculum.
7. Effects on Regional Campuses: none
8. Staffing (see Note P): Wells, Adams
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/29/03
Department Faculty: 10/1/03
10. Name, Phone Number, and e-mail address of principal contact person: Kentwood D. Wells, 6-4454, kentus@uconnvm.uconn.edu

2003-117

Proposal to Change an Existing Course

1. Date: October 3, 2003
2. Department: Mathematics
3. Nature of Proposed Change: Small changes in description and prerequisite
4. Current Catalog Copy:

MATH 215Q. Linear Algebra.

Either semester. Three credits. (Two credits for students who have passed MATH 227.)

Prerequisite: MATH 213 or 214.

Linear algebra and its applications; systems of equations, matrices, linear transformations, vector spaces, determinants, canonical forms, applications.

5. Proposed Catalog Copy:

MATH 215. Abstract Linear Algebra.

Either semester. Alternate years. Three credits. Prerequisite: MATH 227 and MATH 213 or 214.

Vector spaces and linear transformations over fields.

6. Effective Date: immediately

Justification

1. Reasons for changing this course: The changes are part of the Department's proposed revision of the curriculum for Mathematics majors. MATH 227 would become the required linear algebra course and MATH 215 would return to its original formulation as an advanced course, presenting linear algebra in a very general setting rather than over the reals.

The Mathematics Department envisions MATH 215 being taught using the classic text, "Linear Algebra" by Hoffman and Kunze, and following the logical structure of the topics in that book. Course grades will be determined by a mid-term exam, a final exam, and many substantial problem sets. Students who take the 227-215 sequence would definitely earn their six credits in linear algebra.

2. Effect on Department's Curriculum: With MATH 227 in its new role, MATH 215 would change from being a required course to being one in a list of five advanced courses from which Mathematics majors must select at least one.

3. Other Departments Consulted: None.

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None, since they don't offer the course.

6. Staffing: No change in staffing. Nearly all of our faculty are qualified to teach this course.

7. Dates approved by:

Department Curriculum Committee: May 1, 2003

Department Faculty: May 6, 2003

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

Gerald Leibowitz, 486-2402, leibow@math.uconn.edu

2003-118

[Edited] Proposal to Change an existing Major

1. Revised Date: October 26, 2003

2. Department requesting this change: Mathematics

3. Title of Major: Mathematics; Mathematics-Actuarial Science;
Applied Mathematical Sciences; Mathematics-Statistics

4. Nature of Change:

- (i) Require Mathematics 227 for the B.A. and B.S. in MATH ;
- (ii) Add MATH 232 to the existing lists of courses from which students may choose;
- (iii) Require one advanced course chosen from a new list for the B.A. and B.S. in MATH.

5. Existing catalog Description of the Major:

Mathematics

The Mathematics Department offers programs of study in Mathematics, Applied Mathematical Sciences, Actuarial Science (in cooperation with the School of Business), and Mathematical Statistics (in cooperation with the Department of Statistics). MATH 242W, 247, and 248 may not be counted in any of the major groups listed below.

The Department offers both a Bachelor of Science and a Bachelor of Arts degree in Mathematics, Applied Mathematical Sciences, Mathematics-Statistics, and Mathematics-Actuarial Science. The Bachelor of Science program provides in-depth training in Mathematics as preparation for graduate study or for participation in scientific and engineering teams in government, industry, or research laboratories. The Bachelor of Arts degree is designed to provide training in contemporary mathematics without the depth and concentrated specialization required for the Bachelor of Science program.

Bachelor of Science in Mathematics: The requirements for the B.S. in Mathematics are: MATH 220 and 221 (or 210, 211 and 227), 213, 215, 216, 273-274, and at least 9 additional credits from any of the following courses: MATH 204, 217, 223, 224, 231, 235, 237, 250, 252, 255, 258, 272, 277, 278, 281, 282, 286, and approved sections of 297 and 298. In addition, at least 12 credits at the 200 level in approved related areas are required.

Bachelor of Arts in Mathematics: The requirements for the B.A. in Mathematics are 27 credits of 200-level course work in Mathematics and 12 credits of course work in approved related areas. The required courses are MATH 210 and 211 (or 220 and 221), 213, 215, 216, and 273. The remaining credits may come from any 200-level Mathematics courses, except MATH 242W, 247 and 248.

Bachelor of Science in Applied Mathematical Sciences: The requirements for the B.S. in Applied Mathematical Sciences are MATH 220 (or 210 and 211), 213, 227, 272, 273, 281, and 282, and two courses to be selected from MATH 204, 221, 231, 237, 252, 255, 274, 277, 278, and approved sections of 297 and 298, and at least 3 additional credits from MATH 215, 216, 217, 223, 224, 231, 235, 250, 258, 286, and approved sections of 297 and 298. In addition, at least 12 credits at the 200 level in approved related areas are required.

Bachelor of Arts in Applied Mathematical Sciences: The requirements for the B.A. in Applied Mathematical Sciences are 27 credits of 200's level course work in Mathematics and at least 12

credits in approved related areas. The required courses for the degree are MATH 210 or 220, 211 or 221, 215 or 227, 272, 281, and 282. The remainder of the 27 credits of Mathematics must be chosen from MATH 204, 213 or 214, 231, 237, 252, 255, 273, 277 and 278.

Bachelor of Science or Arts in Mathematics-Statistics: The requirements for the B.S. or B.A. in Mathematics-Statistics degree are 36 credits at the 200's level in Mathematics and Statistics (in addition to MATH 210 or 220), with at least 12 credits in each department. The required courses for the Mathematics-Statistics major are MATH 215 or 227, 211 or 221, and Statistics 230 and 231.

Bachelor of Science or Arts in Mathematics-Actuarial Science: The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 200 level in Mathematics, Statistics, Business, and related areas (in addition to MATH 210 or 220). The required courses are MATH 227 or 215, 231, 232 (or STAT 235), 285, 286, 287-288, STAT 230-231, and FNCE 221 or 225. Students should include ECON 111 and 112, a Computer Science course, and ACCT 131 and 200 in their program of study as early as possible. Admittance to this program is available only to students who meet at least one of the following requirements:

- * a total grade point average of 2.75 or higher;
- * a total grade point average of 3.0 or higher in Mathematics;
- * a passing score on one or more Actuarial examinations;
- * acceptance by the Mathematics Department's Actuarial Science Committee.

To remain in the Actuarial Science Major, students are expected to maintain a total grade point average of 2.75 or higher.

A minor in Mathematics is described in the Minors section

6. Proposed catalog Description of the Major:

Mathematics

The Mathematics Department offers programs of study in Mathematics, Applied Mathematical Sciences, Actuarial Science (in cooperation with the School of Business), and Mathematical Statistics (in cooperation with the Department of Statistics).

Mathematics 242W, 247, and 248 may not be counted in any of the major groups listed below.

The Department offers both a Bachelor of Science and a Bachelor of Arts degree in Mathematics, Applied Mathematical Sciences, Mathematics-Statistics, and Mathematics-Actuarial Science. The Bachelor of Science program provides in-depth training in Mathematics as preparation for graduate study or for participation in scientific and engineering teams in government, industry, or research laboratories. The Bachelor of Arts degree is designed to provide training in contemporary mathematics without the depth and concentrated specialization required for the Bachelor of Science program.

Bachelor of Science in Mathematics: The requirements for the B.S. in Mathematics are: Mathematics 220 and 221 (or 210 and 211), 213, 216, 227, 273-274, at least 6 additional credits from any of the following courses: Mathematics 204, 215, 217, 223, 224, 225, 231, 232, 235, 237, 250, 252, 255, 258, 272, 277, 278, 281, 282, 286, and approved sections of 297 and 298, and at least 3 additional credits from any of the following courses: Mathematics 215, 217, 225, 250, and 258. In addition, at least 12 credits at the 200 level in approved related areas are required.

Bachelor of Arts in Mathematics: The requirements for the B.A. in Mathematics are 27 credits of 200-level course work in Mathematics and 12 credits of course work in approved related areas. The required courses are Mathematics 210 and 211 (or 220 and 221), 213, 216, 227, 273, and at least 3 additional credits from any of the following courses: Mathematics 215, 217, 225, 250, and 258. The remaining credits may come from any 200-level Mathematics courses, except Mathematics 242W, 247 and 248.

Bachelor of Science in Applied Mathematical Sciences: The requirements for the B.S. in Applied Mathematical Sciences are Mathematics 220 (or 210 and 211), 213, 227, 272, 273, 281, and 282, and two courses to be selected from Mathematics 204, 221, 231, 232, 237, 252, 255, 274, 277, 278, and approved sections of 297 and 298, and at least 3 additional credits from Mathematics 215, 216, 217, 223, 224, 231, 235, 250, 258, 286, and approved sections of 297 and 298. In addition, at least 12 credits at the 200 level in approved related areas are required.

Bachelor of Arts in Applied Mathematical Sciences: The requirements for the B.A. in Applied Mathematical Sciences are 27 credits of 200's level course work in Mathematics and at least 12 credits in approved related areas. The required courses for the degree are Mathematics 210 or 220, 211 or 221, 215 or 227, 272, 281, and 282. The remainder of the 27 credits of Mathematics must be chosen from Mathematics 204, 213 or 214, 231, 232, 237, 252, 255, 273, 277 and 278.

Bachelor of Science or Arts in Mathematics-Statistics: The requirements for the B.S. or B.A. in Mathematics-Statistics degree are 36 credits at the 200's level in Mathematics and Statistics (in addition to Mathematics 210 or 220), with at least 12 credits in each department. The required courses for the Mathematics-Statistics major are Mathematics 215 or 227, 211 or 221, and Statistics 230 and 231.

Bachelor of Science or Arts in Mathematics-Actuarial Science: The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 200 level in Mathematics, Statistics, Business, and related areas (in addition to Mathematics 210 or 220). The required courses are Mathematics 227 or 215, 231, 232 (or STAT 235), 285, 286, 287-288, Statistics 230-231, and Finance 221 or 225. Students should include Economics 111 and 112, a Computer Science course, and Accounting 131 and 200 in their program of study as early as possible. Admittance to this program is available only to students who meet at least one of the following requirements:

- * a total grade point average of 2.75 or higher;
- * a total grade point average of 3.0 or higher in Mathematics;

- * a passing score on one or more Actuarial examinations;
- * acceptance by the Mathematics Department's Actuarial Science Committee.

To remain in the Actuarial Science Major, students are expected to maintain a total grade point average of 2.75 or higher.

A minor in Mathematics is described in the Minors section.

7. Effective Date: Fall 2004

Justification 1. Why is a change required?

(i) Requiring Mathematics 227 for the B.A. and B.S. in MATH and moving MATH 215 to the list of advanced courses one of which must be taken as a part of the degree program will enable the faculty to teach MATH 215 as the upper level linear algebra course it was designed to be. MATH 227 is itself a very good introduction to linear algebra on an elementary level, and a large proportion of our majors take it now. Under the current major requirements, they must then take MATH 215 but with a reduction of one credit.

(ii) Adding MATH 232 to the existing lists of courses from which students may choose is a minor updating of the list.

(iii) Requiring one course chosen from a new list (of advanced courses given in rotation) for the MATH degrees will make these courses routinely available to those students who want to take them and faculty who wish to offer them but often are not able to since the courses are often canceled because of under-enrollment. And the courses on the new list come from fundamental areas of mathematics which are part of the research interests of the faculty.

2. **What is the impact on students?** The number of credits required for the degrees is unchanged. The few students who would not have started their study of linear algebra with MATH 227 would now do so, but MATH majors would have the option of taking a course in topology or differential geometry, etc., as a capstone course in place of abstract linear algebra.

3. **What is the impact on regional campuses?** The branches will probably offer MATH 227 slightly more often or to more students than they do now.

4. **Dates approved by:**

Department Curriculum Committee: May 1, 2003 Department Head: May 6, 2003

Department Faculty: May 6, 2003

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

Gerald Leibowitz, 486-2402, leibow@math.uconn.edu

2003-119

Proposal to Change an Existing Course

1. Date: October 3, 2003
2. Department: Mathematics
3. Nature of Proposed Change:
4. Current Catalog Copy:

MATH 109Q. Algebra and Trigonometry.

Either semester. Three credits. Prerequisite: MATH 101 or passed the Q readiness test or passed a Q course. Not open for credit to students who have passed MATH 107, 112, 115, or 120. Students may not receive credit for this course and MATH 107.

A review of algebra, simultaneous and quadratic equations, logarithms, the trigonometric functions, solution of triangles, trigonometric equations.

5. Proposed Catalog Copy:

MATH 109Q. Precalculus.

Either semester. Three credits. Prerequisite: MATH 101 or passed the Q readiness test or passed a Q course. Not open for credit to students who have passed MATH 107, 112, 115, or 120. Students may not receive credit for this course and MATH 107.

A preparation for calculus. Includes a review of algebra and the study of functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and trigonometric functions.

6. Effective Date: Spring 2004

Justification

1. Reasons for changing this course: To emphasize the role of MATH 109Q as a preparation for studying calculus.
2. Effect on Department's Curriculum: More students will enroll in MATH 109Q before beginning one of the calculus tracks. The MATH 107 course was created last year to replace MATH 109 as a general education course for students interested in taking more algebra and trigonometry but not intending to go on to calculus.
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Various faculty and graduate assistants
7. Dates approved by:
Department Curriculum Committee: May 1, 2003
Department Faculty: May 6, 2003
8. Name, Phone Number, and e-mail address of principal contact person:
Gerald Leibowitz 6-2402 leibow@math.uconn.edu

[Since this is a 100 level course, the proposal will also be sent to the Senate C&C committee.]

2003-120

Proposal to Add a New Course

1. Date: **August 25, 2003**
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: Spring 2005

Final catalog Listing:

HIST 2xx: Gender and Sexuality in Modern Europe.

Either semester. Three credits.

The construction of gender difference and ideas about sexuality in western Europe since 1789. Masculinity and femininity; sexuality, identity and the state; European power and personhood in global context.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: **Hist**
2. Course Number: **2xx**
3. Course Title: **Gender and Sexuality in Modern Europe**
4. Semester offered: **either semester**
5. Number of Credits: **three credits**
6. Course description: **The construction of gender difference and ideas about sexuality in western Europe since 1789. Course themes include masculinity and femininity; sexuality, identity and the state; European power and personhood in global context.**

Optional Items

7. Number of Class Periods, if not standard : **not applicable**
8. Prerequisites, if applicable : **not applicable**

9. Recommended Preparation, if applicable: **not applicable**
10. Consent of Instructor, if applicable: **not applicable**
11. Exclusions, if applicable : **not applicable**
12. Repetition for credit, if applicable: **not applicable**
13. Instructor: **Schafer**
14. Open to Sophomores: **not applicable**
15. Skill Codes "W", "Q", or "C": **not applicable**

Justification

1. Reasons for adding this course: This new course will expand and balance the department's upper-level offerings in the historical study of gender and sexuality, currently limited to one course on women and gender in the United States (Hist. 215). Undergraduates have expressed interest in taking this course if the history department were to offer it.

2. Academic Merit: This course will provide students with the opportunity to explore questions of power, identity, and culture in modern European history from a different perspective than that provided in existing upper-level courses. The course will also enrich the women's studies offerings in the study of gender and sexuality, where the European past is not the subject of any existing course. Assignments and examinations are designed to meet history department expectations for 3-credit upper-level courses.

3. Overlapping Courses: **none**
4. Number of Students Expected: **40**
5. Number and Size of Section: **40**
6. Effects on Other Departments (see Note N): **none**
7. Effects on Regional Campuses: **none**
8. Staffing: **Schafer**
9. Dates approved by (see Note Q):
 Department Curriculum Committee:
 Department Faculty: 10/1/2003
10. Name, Phone Number, and e-mail address of principal contact person:
 Sylvia Schafer, 486-3998, sylvia.schafer@uconn.edu

2003-121

Proposal to Change Seven Existing Courses

1. Date: October 6, 2003
2. Department: Mathematics
3. Nature of Proposed Changes: all are changes in prerequisites and/or exclusions related to MATH 114Q (see justification). Specific change is listed separately for each course as items A-G.

- A) Nature of Proposed Change: MATH 114Q will no longer be a prerequisite (for MATH 210Q, 211Q, 220Q, etc.) Various other references to it in the catalogue will be removed.

Current Catalog Copy:

MATH 114Q. Introductory Calculus 3

Either semester. Four credits. Four class periods. Prerequisite: MATH 113. Recommended preparation: grade of C- or better in MATH 113. Note: MATH 115 is not adequate preparation for MATH 114. Not open for credit to students who have passed MATH 116 or 121. May be used in place of MATH 116 or 121 to fulfill any requirement satisfied by MATH 116 or 121.

The transcendental functions, formal integration, polar coordinates, infinite sequences and series, lines and planes in three dimensions, vector algebra.

Proposed Catalog Copy:

MATH 114Q. Introductory Calculus 3

Either semester. Four credits. Four class periods. Prerequisite: MATH 113. Recommended preparation: grade of C- or better in MATH 113. Note: MATH 115 is not adequate preparation for MATH 114. Not open for credit to students who have passed MATH 116 or 121.

The transcendental functions, formal integration, polar coordinates, infinite sequences and series, lines and planes in three dimensions, vector algebra.

B) Nature of Proposed Change: No credit if passed MATH 114

Current Catalog Copy:

MATH 116Q or V. Calculus II

Either semester. Four credits. Four class periods. Prerequisite: MATH 113 or 115 or 120, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 on the Calculus BC exam). Recommended Preparation: A grade of C- or better in MATH 113 or MATH 115. Not open to students who have passed MATH 121. Substitutes for MATH 114 or 121 as a requirement.

Transcendental functions, formal integration, polar coordinates, infinite series and sequences, vector algebra and geometry, with applications to the physical sciences and engineering. Sections with V credit integrate computer-laboratory activity.

Proposed Catalog Copy:

MATH 116Q or V. Calculus II

Either semester. Four credits. Four class periods. Prerequisite: MATH 113 or 115 or 120, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 on the Calculus BC exam). Recommended Preparation: A grade of C- or better in MATH 113 or MATH 115. Not open to students who have passed MATH 114 or 121. May be used in place of MATH 114 or 121 to fulfill any requirement satisfied by MATH 114 or 121.

Transcendental functions, formal integration, polar coordinates, infinite series and sequences, vector algebra and geometry, with applications to the physical sciences and engineering. Sections with V credit integrate computer-laboratory activity.

C) Nature of Proposed Change: Change prerequisite

Current Catalog Copy:

MATH 210Q. Multivariable Calculus

Either semester. Four credits. Four class periods. Prerequisite: MATH 114, 116, or 121 or a score of 4 or 5 on the Advanced Placement Calculus BC exam. Recommended Preparation: A grade of C- or better in MATH 114 or MATH 116. Not open for credit to students who have passed MATH 220. Open to sophomores.

Two- and three-dimensional vector algebra, calculus of functions of several variables, vector differential calculus, line and surface integrals.

Proposed Catalog Copy:

MATH 210Q. Multivariable Calculus

Either semester. Four credits. Four class periods. Prerequisite: MATH 116 or 121 or a score of 4 or 5 on the Advanced Placement Calculus BC exam. Recommended Preparation: A grade of C- or better in MATH 116. Not open for credit to students who have passed MATH 220. Open to sophomores.

Two- and three-dimensional vector algebra, calculus of functions of several variables, vector differential calculus, line and surface integrals.

D) Nature of Proposed Change: Change prerequisite

Current Catalog Copy:

MATH 211Q. Elementary Differential Equations

Either semester. Three credits. Prerequisite: MATH 114, 116, or 121. Recommended preparation: MATH 210 or 220. Not open for credit to students who have passed MATH 221. Open to sophomores or higher.

Introduction to ordinary differential equations and their applications, linear differential equations, systems of first order linear equations, numerical methods.

Proposed Catalog Copy:

MATH 211Q. Elementary Differential Equations

Either semester. Three credits. Prerequisite: MATH 116 or 121. Recommended preparation: A

grade of C- or better in MATH 116; and MATH 210 or 220. Not open for credit to students who have passed MATH 221. Open to sophomores or higher.

Introduction to ordinary differential equations and their applications, linear differential equations, systems of first order linear equations, numerical methods.

E) Nature of Proposed Change: Change prerequisite

Current Catalog Copy:

MATH 227Q. Applied Linear Algebra

Either semester. Three credits. Prerequisite: MATH 114, 116, or 121. Recommended Preparation: A grade of C- or better in MATH 114 or 116. Not open for credit to students who have passed MATH 215. Open to sophomores or higher.

Systems of equations, matrices, determinants, linear transformations on vector spaces, characteristic values and vectors, from a computational point of view. The course is an introduction to the techniques of linear algebra with elementary applications.

Proposed Catalog Copy:

MATH 227Q. Applied Linear Algebra

Either semester. Three credits. Prerequisite: MATH 116 or 121. Recommended Preparation: A grade of C- or better in MATH 116. Not open for credit to students who have passed MATH 215. Open to sophomores or higher.

Systems of equations, matrices, determinants, linear transformations on vector spaces, characteristic values and vectors, from a computational point of view. The course is an introduction to the techniques of linear algebra with elementary applications.

F) Nature of Proposed Change: Change prerequisite

Current Catalog Copy:

MATH 220Q. Enhanced Multivariable Calculus

Either semester. Four credits. Prerequisite MATH 114 or 116 or 121. Open to sophomores. Not open to students who have passed MATH 210. MATH 220 satisfies any requirement met by MATH 210, and provides superior preparation for prospective mathematics, science, and engineering majors.

The subject matter of MATH 210 in greater depth, with emphasis on the underlying mathematical concepts.

Proposed Catalog Copy:

MATH 220Q. Enhanced Multivariable Calculus

Either semester. Four credits. Prerequisite: MATH 121 or consent of the instructor. Open to sophomores or higher. Not open to students who have passed MATH 210. MATH 220 satisfies any requirement met by MATH 210, and provides superior preparation for prospective mathematics, science, and engineering majors.

The subject matter of MATH 210 in greater depth, with emphasis on the underlying mathematical concepts.

G) Nature of Proposed Change: Change prerequisite

Current Catalog Copy:

MATH 221. Enhanced Differential Equations

Either semester. Three credits. Prerequisite: MATH 114 or 116 or 121. Open to sophomores or higher. Not open to students who have passed MATH 211. MATH 221 satisfies any requirement met by MATH 211, and provides superior preparation for prospective mathematics, science, and engineering majors.

The subject matter of MATH 211 in greater depth, with emphasis on the underlying mathematical concepts.

Proposed Catalog Copy:

MATH 221. Enhanced Differential Equations

Either semester. Three credits. Prerequisite: MATH 121 or consent of the instructor. Open to sophomores or higher. Not open to students who have passed MATH 211. MATH 221 satisfies any requirement met by MATH 211, and provides superior preparation for prospective mathematics, science, and engineering majors.

The subject matter of MATH 211 in greater depth, with emphasis on the underlying mathematical concepts.

6. Effective Date : Fall 2004

Justification

1. Reasons for changing these courses: The proposals are a response to observations by faculty about the hurdle students from MATH 114Q face as they proceed into MATH 210Q. They have to overcome the change from the more relaxed pace of MATH 114Q along with the jump in sophistication that all students experience going from single variable calculus to multivariable calculus. In addition, the very few students who would now proceed from MATH 114Q directly into the differential equations course (211Q or 221Q) will benefit from the experience of the

more intense treatment of methods of formal integration, infinite series, and parametric equations offered in MATH 116Q. Mathematics 114Q would continue to act as the capstone for students whose pre-calculus/calculus needs are satisfied by the leisurely pace of the 112-113-114 sequence, including but not limited to the less mathematically inclined Environmental Science majors. (Likewise, students will still be able to satisfy the mathematics requirements for the B.S. degree in CLAS with the option MATH 112Q-113Q-114Q and BIOL 107 or 108.)

With this earlier "mainstreaming" of the MATH 112-113 students into MATH 116Q, they will have a more uniform background for higher level mathematics courses and they will also avoid having their first taste of the hectic pace of the calculus sequence in the more difficult MATH 210Q.

Instructors in MATH 220 and 221 have found numerous students coming from MATH 116 who have enrolled in the enhanced course because the standard course (MATH 210, 211, respectively) was filled. Those students usually did not have the mathematical maturity to thrive in an honors or near honors level course. Replacing MATH 116 by consent should enable the instructors to filter out the students for whom the enhanced course is inappropriate.

2. Effect on Department's Curriculum: Students will not be able to take MATH 116Q for credit after passing MATH 114Q and the role of 114Q as a prerequisite will end. Fewer students will misplace themselves in the enhanced courses.

3. Other Departments Consulted: David Gross, the Mathematics Department Undergraduate Coordinator, has checked with the following departments and groups: Biology (MCB, Biophysics, Biochemistry), Chemistry, Engineering, Geology & Geophysics, Pharmacy, Physics, and Statistics.

4. Effects on Other Departments: Although there were no objections to the change, the School of Engineering will need to change its MATH 112Q-113Q-114Q track to MATH 112Q-113Q-116Q for students entering under the new catalog.

5. Effects on Regional Campuses: None, since they do not offer MATH 114Q.

6. Staffing: No change in staffing.

7. Dates approved by:

Department Undergraduate Program Committee, December 6, 2001

Department Head, April 9, 2002

Department Faculty, April 10, 2002

8. Name, Phone Number, and e-mail address of principal contact person: David Gross

Phone: 486-1292 FAX 486-4238 U-3009 EMail: dgross@math.uconn.edu

End of Proposals for Oct. 14, 2003