

## Departmental Course Proposals for the 13 December Meeting

### 2005- 126. Proposal to Change an existing Minor: Biomedical Engineering (Postponed 18 October)

1. Date: August 2, 2005
2. Department requesting this change: The School of Engineering, Biomedical Engineering Program
3. Title of Minor: Biomedical Engineering
4. Nature of Change: Removing non-BME courses from the minor

#### 5. Existing catalog Description of the Minor:

A minor in Biomedical Engineering requires completion of 16-17 credits including the following:  
CHEM 243, PNB 264 and BME210 or 211  
One of BME 221, 251, 252, 261W or 271  
One of MCB 203, 204, 229, 232C or PNB 265

#### 6. Proposed catalog Description of the Minor:

**BME 211, BME 221 or CHEG 273, BME 252, 261W and 271**

[BME 211, 221 or CHEG 273, 252, 261W and 271 = earlier version]

7. Effective Date (Note that changes will be effective immediately unless a specific date is requested.)  
Undergraduate Catalog 06-07 Fall 06

### Justification

1. Why is a change required? The BME faculty reviewed other BME minor programs and decided that the BME minor should include the above list of courses
2. What is the impact on students? For the non-BME program student, irrespective of the student's major, instructor permission is required to register for these courses
3. What is the impact on regional campuses? No impact on the regional campuses because the program is not currently available at the regional campuses.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information: See enclosed Biomedical Engineering Minor Plan of Study
5. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: October 18, 2004  
Department Faculty: October 18, 2004  
School of Engineering Curriculum & Courses Committee: October 20, 2004
6. Name, Phone Number, and e-mail address of principal contact person: John Enderle, Director of Biomedical Engineering program, 486-5521 or Marty Wood, Assistant Dean, 486-5466.

## 2005-202 Proposal to Add CLCS 1XX

1. Date: September 27, 2005
2. Department requesting this course: Modern and Classical Languages
3. Semester and year in which course will be first offered: Fall 2006

### Final catalog Listing

CLCS 1XX W Languages and Cultures

Fall semester. Three credits. *Wagner, Urios-Aparisi*.

Hands-on, module-based interdisciplinary course to develop an understanding and critical awareness of basic and critical issues concerning socio-cultural factors of languages, language use and language learning, linguistic diversity, language research methodology, and the differences between the diverse modes of communication. Optional 1-credit INTD Linkage through Language sections in Spanish and German.

### Items included in catalog Listing:

#### Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CLCS
2. Course Number (see Note B): 1XX W  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use?  Yes  No
3. Course Title: **Languages and Cultures: What you always wanted to know and were afraid to ask**
4. Semester offered (see Note C): Fall
5. Number of Credits (see Note D): 3 credits
6. Course description (second paragraph of catalog entry)  
Hands-on, module-based interdisciplinary course to develop an understanding and critical awareness of basic and critical issues concerning socio-cultural factors of languages, language use and language learning, linguistic diversity, language research methodology, and the differences between the diverse modes of communication.

#### 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):
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): Wagner and Urios-Aparisi
14. Open to Sophomores (see Note U): Open to sophomores or higher
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W):

### Justification

1. Reasons for adding this course:

Educators agree that knowledge of a foreign language and increased cultural awareness and sensitivity are a crucial component of students' education. This course matches the University of Connecticut's focus on a global curriculum since it addresses issues of diversity in multicultural settings engaging the students actively in critical thinking in an interdisciplinary framework. The course also integrates innovative teaching methodology in the form discussion based teaching, new assessment tools and implemetaion of new technology to promote skills in computer literacy, inquire and writing.

2. Academic Merit (see Note L):

In this hands-on, module-based three-credit interdisciplinary course, the students develop an understanding and critical awareness of basic and critical issues concerning language and language use. The developing of awareness and sensitivity towards language and its use, towards linguistic diversity and socio-cultural issues and towards the differences between the diverse modes of communication will increase students' ability to improve their foreign language learning experience as well as the reflection on their own language use in context and their writing skills. Each student will develop an e-portfolio which will include their writing assignments including the various versions of their written samples, their homework assignments, and their in-class activities. This course will satisfy the W requirement.

3. Overlapping Courses: None.
4. Number of Students Expected: 19 students
5. Number and Size of Section: 1 section, 19 students
6. Effects on Other Departments (see Note N):  
Linguistics: We discussed this course with the department head of the Linguistics department and with the American Sign Language instructor, Doreen Simons-Marques. We coordinate the course content as to include deaf culture in the diversity component of the course.
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Manuela Wagner and Eduardo Urios-Aparisi
9. Dates approved by (see Note Q):  
Department Curriculum Committee: 10/14/05  
Department Faculty: 10/14/05
10. Name, Phone Number, and e-mail address of principal contact person: Roger Travis, [ROGER.TRAVIS@UCONN.EDU](mailto:ROGER.TRAVIS@UCONN.EDU), 860 486-3316

**2005-203 Proposal to offer a 298 "Special Topics" Course for Spring Semester 2006**

1. Date of this proposal: **October 25, 2005**
2. Semester and year 298 will be offered: **Spring 2006**
3. Department: **Ecology & Evolutionary Biology**
  
4. Title of course: **Natural History and Ecology of South Africa**
5. Number of Credits: **3**
6. Instructor: **John Silander**
7. Instructor's position: **Professor, EEB**
8. Has this topic been offered before? **No** 9. If so, how many times? **N/A**

10. Short description: This course integrates classroom and field instruction to provide an overview of the natural history and ecology of the South African Landscape. The course will provide an overview of the South African climate, geography, geology, biological and bio-cultural diversity and conservation, and the ecology and natural history of plants and animals of southern Africa. Prerequisite: concurrent participation in the "UConn Honors in Cape Town" program.

11. Please attach a sample/draft syllabus to first-time proposals:

Outline Syllabus: **EEB 298. Natural History and Ecology of South Africa** Spring 2006

<b>Week</b>	<b>Topic</b>
1	Introduction; current climate patterns of the African landscape
2	Climate change (past and future) in southern Africa
3	Geological history of the landscape
4	Origins and dispersion of early humans in Africa
5	Biomes of southern Africa
6	Plant biodiversity patterns and processes
7	Vertebrate biodiversity patterns and processes
8	Invertebrate biodiversity patterns and processes
9	<b>Week long field trip</b>
10	Bio-cultural diversity of the African landscape
11	Conservation and land-use practices in South Africa
12	Environmental and conservation justice
13	History of the environmental movement in Africa
14	Exam

Students will read selected materials using primary and secondary literature. An integral component of this course will be field trips on selected weekends plus a one-week field excursion through the Eastern Cape to study first hand the vast natural diversity of the African landscape. Student assessment will be based on written field notebooks, a major essay and a final exam.

12. Comments, if comment is called for:

This course will consist of a 3-credit lecture component with integrated field trips. It will be offered as a required course for students participating in the "UConn Honors in Cape Town" program, Spring 2006. See the UConn Study Abroad website for specific details on this new program: [https://secure.sa.uconn.edu/sap/studioabroad/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=06067270764F000106710206050B1C037A7F0E140E0F02776E08050606020104047273067A73017106&Type=O&sType=O](https://secure.sa.uconn.edu/sap/studioabroad/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=06067270764F000106710206050B1C037A7F0E140E0F02776E08050606020104047273067A73017106&Type=O&sType=O)

13. Dates approved by:

Department Curriculum Committee: 26 October 2005

Department Faculty: 26 October 2005

14. Name, Phone Number, and e-mail address of principal contact person: John Silander, 486-2168, john.silander@uconn.edu

**2005-204. Proposal to Add COMM 1XX**

1. Date: 29 November 2005
2. Department requesting this course: Communications Sciences
3. Semester and year in which course will be first offered: Fall 2006

**Final catalog Listing**

**COMS 1XX Q: Applied Sound Science** Both semesters. 3 credits. Two class periods. Recommended preparation: MATH 109 or the equivalent.

The fundamentals of physical acoustics specifically oriented to speech and audiology including frequency, intensity, decibels, critical bands, filters, masking, noise and vibration. Includes introduction to acoustic instrumentation and software used in communication sciences, animal science, biology, architectural acoustics and ecology, and bioacoustic analyses..

**Items included in catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program (see [Note O](#)): COMS
2. Course Number (see [Note B](#)): COMS 1XX (Q)  
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: **Applied Sound Science**
4. Semester offered (see [Note C](#)): Both Semesters
5. Number of Credits (see [Note D](#)): 3
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

The fundamentals of physical acoustics, acoustics oriented to speech and audiology including frequency, intensity, decibels, critical bands, filters, masking, noise and vibration. Includes introduction to acoustic instrumentation and software used in communication sciences, animal science, biology, architectural acoustics and ecology, and bioacoustic analyses.

**Optional Items**

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): None
9. Recommended Preparation, if applicable (see [Note G](#)): MATH109 or equivalent
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](#)): May be repeated for credit
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): Scheifele, P.M.
14. Open to Sophomores (see [Note U](#)):
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): "Q"
16. S/U grading (see [Note W](#)):

**Justification**

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

Academic Merit. Understanding of the basic physics and mathematics of acoustics is critical for anyone working in the speech and audiology, animal bioacoustic and architectural fields. The field of acoustics is extremely broad and is divided into highly specialized areas with regard to engineering versus other practical applications. Basic acoustical concepts are currently taught in a fragmented fashion as portions of a number of courses in speech science and audiology but never as an introduction specific to these particular fields, nor are they addressed in a single course that enables a student to be prepared for upper level courses in these majors. A course is offered that is specific to music and another that is specific to acoustic theory in physics and engineering. The information in these

courses does not address the fields related to this course. This will allow more time in specific major-related course to teach those skills without teaching or reviewing basic knowledge topics. This will be especially important for students who intend to seek to participate in an AUD or animal science program.

2. Academic Merit (see [Note L](#)):

An understanding of the basic physics and mathematics of acoustics is critical for anyone working in the speech and audiology, animal bioacoustic and architectural fields. This course would prepare students who intend to major in communications disorders, architecture, soundscape ecology, and animal bioacoustic fields with a functional knowledge of basic physical acoustics, acoustical measurements and analyses, fundamental mathematical calculations relating to acoustical analyses and terminology to prepare them for courses in the communications science & disorders, animal bioacoustics and architecture majors. Specific instrumentation operation, use and interpretation of data used in data collection in the field, in room architecture and in the clinical setting will be specifically taught in this course along with the theory behind the application. This will include digital signal processing and techniques.

3. Overlapping Courses (see [Note M](#)):

Currently the music department offers Music262. Elementary Descriptive Acoustics, which covers the nature of sound as it applies to music. Likewise the physics department offers 107Q Physics of Music, which is taught in the context of the production and perception of music, emphasizing physics and music and which includes basic quantitative laboratories pertaining to sound, music, and waves. Electrical and computer engineering offers only courses designed specifically for engineering applications and which are not basic enough nor pertinent to communications sciences. None of these courses teaches the aspects of acoustics that are applicable to speech or hearing.

Type of Student. This course is designed for freshmen and sophomores who are interested in majoring in speech science, audiology, architecture, or bioacoustics. These students would come from the College of Liberal Arts and Sciences in the Communication Science Department or from the College of Agriculture and Natural Resources, Animal Science Department.

4. Number of Students Expected: The first time this course is offered approximately 20 students are expected to enroll. Subsequently classes are expected to consist of 20 to 40 students.

5. Number and Size of Section: Multiple sections of this course numbering 20 students would be offered

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

7. Effects on Regional Campuses: None. This course will not be taught at regional campuses.

8. Staffing (see [Note P](#)): Dr. Peter M. Scheifele (Communications and Animal Science Departments)

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

Department Curriculum Committee: 01 November 2005

Department Faculty: 01 November 2005

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

Dr. Carl Coelho, Head Communications Science Department; [carl.coelho@uconn.edu](mailto:carl.coelho@uconn.edu); 860 486-2817

Dr. Peter M. Scheifele: peter.scheifele@uconn.edu 860-486-3913

## **Applied Sound Science**

Day / Time: TBD

**INSTRUCTOR:** Peter M. Scheifele PhD  
Communication Science Department  
and  
Department of Animal Science  
peter.scheifele@uconn.edu  
Office hours by appointment

**COURSE LEVEL:** Undergraduate (100s level)

**NUMBER OF STUDENTS:** 100

**NUMBER OF CREDITS:** 3

**TEXT:** Speaks, C.E. (1999) "Introduction to Sound: Acoustics for the Hearing and Speech Sciences" 3rd edition with workbook, Singular Publishing Group San Diego. ISBN 1-56593-979-4.

### **OBJECTIVES:**

A good understanding of the fundamentals of sound and acoustics is paramount for those working in the communications sciences be it as a clinician or researcher, the biological sciences and in architecture. This is especially important with the advent of the new AUD degree. With a solid background in these fundamentals the study of hearing and speech are best facilitated. This course is designed to teach the basic principles of sound and acoustics from a scientific approach. This includes basic physics of sound, basic mathematics involved in acoustics, characteristics of sound, acoustical measurement, the acoustical environment, noise and practical applications. It is specifically not inclusive of anatomy related to either speech or hearing but is designed to provide the student with a solid foundation from which both may be studied. The course is intended to relate theory in a practical way (dimensions of measurement, terminology, knowledge of waves as they apply to acoustics and characteristics of sound). Although some mathematics and calculations will be involved these calculations and equations will be limited to those that are most fundamental and necessary to understand sound science. This course is specifically designed for students who are non-engineers but who will be using acoustics as part of their major. As such the student only need have had general mathematics and physics.

### **SYLLABUS:**

**1. 1. 1. Introduction: What is Sound**

A short history of sound and sound measurement will be given as a class opener. This class session will consist of characterizing sound in a practical manner in terms of vibrations and as plane waves. The concept of resonance will be discussed and an overview of sound waves and wave propagation introduced. This lesson will include a number of demonstrations and "table-top" short lab experiments

**Reading: (text) Ch.3, pp. 33-41; Ch.4, pp. 53, 54, 57, 60**  
**In-class lab notebook write-up required.**

**2. 2. 2. Mathematical Bases of Sound**

We will study the nature of sound as acoustic waves. The concepts of amplitude and frequency, portrayed as simple sine waves, will be covered. A simple wave derived from a unit circle will be demonstrated. Wave characteristics including amplitude, frequency, period and wavelength will be taught. Basics of wave propagation, plane waves, and an overview of the wave equations will be covered. A mechanical wave machine will be used to conduct a series of short "table-top" lab experiments.

**Reading: (Handout) Basic Acoustics I**  
**(Text) Ch3., pp. 43-49**  
**In-class lab notebook write-up required.**  
**Assignment: Simple calculations related to waves**

**3. 3. 3. Mathematical Bases of Sound: Waves II**

We will continue to study the nature of sound as acoustic waves. Basics of wave propagation, plane waves, and an overview of simple wave equations will be covered. Simple and complex sine waves will be discussed. A mechanical wave machine will be used to conduct a series of short "table-top" lab experiments.

**Reading: (Handout) Basic Acoustics II**  
**In-class lab notebook write-up required.**

**4. 4. 4. Environmental Media and Intensity I**

In this lesson the air and water media and their relationship to sound propagation will be discussed including acoustic impedance and speed of sound. Having covered this the concept of acoustic intensity will be covered including acoustic energy and power,

intensity measurement and units of measurement. Use of root mean square (rms) values will be discussed. This lesson will include a number of demonstrations and “table-top” short lab experiments.

**Reading:** (text) Ch1., pp. 11-16; Appendix A.1, A.2

**In-class lab notebook write-up required.**

**Assignment:** Simple calculations related to intensity based on the lab results

5. 5. 5. **Environmental Acoustic Media and Intensity II**

Sound pressure will be discussed including: the decibel, calculations of the decibel (basic logarithms) and the relationship of dB to values of intensity ( $W/m^2$ ) and conversions from dynes, reference pressures and SPL. A discussion of proper use and reporting of sound pressure and intensity will be covered. Finally, spreading and attenuation of sound will be discussed especially in relation to intensity. A short discussion of “loudness” versus “intensity” will be covered. This lesson will include a number of demonstrations and “table-top” short lab experiments.

**Reading:** (text) Ch. 6, pp. 85-99; Appendix A.5

**In-class lab notebook write-up required.**

**Assignment:** Simple calculations related to acoustic impedance, intensity and decibels

6. 6. 6. **Review and Practical labs**

Following a review of the material to date. We will conduct some key demonstrations and table-top labs to reinforce the material covered in the first half of the semester. Emphasis will be placed on sound pressure (dB) versus intensity and acoustical / wave characteristics as they apply to the propagation and measurement of sound. Practical examples will be shown to reinforce the theoretical material.

7. **Mid-Term exam**

8. 8. 8. **Frequency and Wavelength I**

This lesson will emphasize the concept of frequency. It will begin with a discussion of the relationship of frequency to wavelength and continue with the following topics related to frequency: fundamental frequency, harmonics and phase. Units of measurement and the correct way to report frequency will also be covered. This lesson will include a number of demonstrations and “table-top” short lab experiments. (Some jump-roping may be required- not)

**Reading:** (text) Ch. 7, pp. 109-125; Ch. 8, pp. 143-161

**In-class lab notebook write-up required.**

9. 9. 9. **Frequency and Wavelength II**

This lesson will continue to emphasize the concept of frequency. It will continue with the following topics related to frequency: frequency bands and bandwidth, octaves, 1/3-octave bands, and frequency versus pitch. Units of measurement and the correct way to report frequency will also be covered. This lesson will include a number of demonstrations and “table-top” short lab experiments.

**Hand in Lab Notebooks**

10. 10. **Noise and Reverberation**

In this lesson noise will be discussed including different types of noise with emphasis on Gaussian white noise. Electronic and environmental noise will be discussed. Signal-to-noise ration (SNR) and the implications of SNR on acoustical measurements will also be covered. Finally, an overview of reverberation and the concepts of noise limited and reverberation- limited environments with practical examples will be discussed. This lesson will include a number of demonstrations and “table-top” short lab experiments.

**Reading:** (text) Ch. 30, pp. 602-612

11. 11. **Sound Graphics: Representing Sound for Measurement and Analysis**

Now that the fundamentals of sound science have been taught it is time to make practical use of those basic concepts in preparation for use in communications science and bioacoustics. In this lesson we will cover the different representations of sound that are routinely used in acoustical analysis and measurement. The students will be familiarized with some basic hardware for sound measurement such as the sound level meter, oscilloscope and the spectrum analyzer. The specific representations of sound will include power spectra, waveforms and spectrograms. What are they, what information do they yield and how are they used? A computer lab will be held to familiarize the students with some common acoustic software and graphic representations of sound.



**Reading: (text) Ch. 7, pp. 127-130**

**12. 12. Acoustical Analysis Tools**

It is not enough to simply know that software and hardware exists to measure and analyze sound. Signal processing of any type requires a basic knowledge of signal processing tools or "aids to processing." In this lesson a brief overview of filters and filtering, Fourier transforms, sampling and sampling rate and weighting windows (basic overview of the concept as background only) will be given.

**Reading: (text) Ch. 33, pp. 649-656; Ch. 19, pp. 383-388**  
**In-class lab notebook write-up returned**

**13. 13. Final Review**

Taking what we have learned into account, this lesson will provide some concrete and very practical examples of sound science in action and provide the student with an appreciation for the knowledge they have gained in a real-world setting. It will also provide them with the impetus to prepare for using this knowledge in the communication science and bioacoustical (animal science) fields. We will discuss acoustics and music, biological sound and sound reproduction (how does a speaker work, how does a microphone/hydrophone work, how are records, audio tape and CDs made?)

**Reading: (text) Ch. 20, pp. 394-401; Ch. 21, pp. 419, 420, 423; Ch. 22, pp.436-440, 449-452.**

**14. Final Examination**

**STUDENT REQUIREMENTS:**

Writing and mathematical skills should be at a sophomore level (second year) as we will do some very basic mechanical and acoustical calculations.

**In-class lab/demonstrations-** We will conduct short demonstrations and observations in the classroom to show the practicality of each topic as it related to communications sciences. Each student will be required to record his or her observations and calculations in a notebook for grading.

**Homework-** homework will mainly consist of reading and will also include some written questions to answer and/or calculations to solve and questions that can be answered from the lab and class notes. In this regard, each student will be required to maintain a lab notebook in which these questions are to be answered.

Topical mini-oral-practice quizzes will be given after each of the major topic in addition to a mid term examination and a final examination (cumulative). Topical exams will be part multiple choice and true/false. The mid term and final will be multiple choice, true/false and fill-in-the-blank exams.

**GRADING:**

Lab notes and homework	30%
Mid-Term exam	35%
Final Exam	35%

## **2005-205 Proposal to Change the PSYC Minor**

1. Date: November 18, 2005
2. Department requesting this change: Psychology
3. Title of Minor: Minor in Psychology
4. Nature of Change: Remove PSYC 202Q/202WQ as a required course for the minor.
5. Existing catalog Description of the Minor:

### **Psychology**

All Psychology Minors are required to take two introductory-level courses — General Psychology I 132 and either General Psychology II 133 or General Psychology II (Enhanced) 135 — followed by at least 15 200-level psychology credits, which are grouped as follows:

#### **Foundation:**

202Q or 202WQ

#### **Area I. Social, Developmental, Clinical, & Industrial/Organizational**

236, 240, 243, 245 or 245W, 268

#### **Area II. Experimental & Behavioral Neuroscience**

220, 221, 253, 254, 256, 257

#### **Area III. Cross Area (I and II)**

238, 246, 251, 259, 278, 291 or 291W

#### **Area IV. Advanced & Specialty**

##### **Lecture Courses:**

205 or 205W, 206, 239 or 239W, 241 or 241W, 248, 249 or 249W, 250, 255, 260, 269, 270 or 270W, 272, 275, 276, 280 or 280W, 281, 282 or 282W, 290, 295, 298

##### **Laboratory Courses:**

210W, 211W, 215, 232W, 242 or 242W, 244 or 244W, 263 or 263W, 267 or 267W

##### **Research:**

296W, 297, 299

The requirements for the Minor in Psychology are as follows:

- 202Q or 202WQ
- One Area I course
- One Area II course
- Any two additional 200-level PSYC courses chosen from those listed in Areas I through IV.

No more than three credits of either 297 or 299 may be counted toward the minor. 294 cannot be used. Other than 202Q or 202WQ, the courses comprising the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives.

The minor is offered by the Psychology Department..

## **6. Proposed Catalogue Description of the Minor**

### **Psychology**

All Psychology Minors are required to take two introductory-level courses — General Psychology I 132 and either General Psychology II 133 or General Psychology II (Enhanced) 135 — followed by at least 15 200-level psychology credits from among the following courses, which are grouped as:

#### **Foundation:**

202Q or 202WQ

**Area I. Social, Developmental, Clinical, & Industrial/Organizational**

236, 240, 243, 245 or 245W, 268

**Area II. Experimental & Behavioral Neuroscience**

220, 221, 253, 254, 256, 257

**Area III. Cross Area (I and II)**

238, 246, 251, 259, 278, 291 or 291W

**Area IV. Advanced & Specialty**

**Lecture Courses:**

205 or 205W, 206, 239 or 239W, 241 or 241W, 248, 249 or 249W, 250, 255, 260, 269, 270 or 270W, 272, 275, 276, 280 or 280W, 281, 282 or 282W, 290, 295, 298

**Laboratory Courses:**

210W, 211W, 215, 232W, 242 or 242W, 244 or 244W, 263 or 263W, 267 or 267W

**Research:**

296W, 297, 299

The requirements for the Minor in Psychology are as follows:

- One Area I course
- One Area II course
- Any three additional 200-level PSYC courses listed above.

No more than three credits of either 297 or 299 may be counted toward the minor. 294 cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives.

The minor is offered by the Psychology Department..

7. Effective Date (semester, year -- see Note R): Fall 2007

**Justification**

1. Why is a change required?

Students who pursue the Minor in Psychology are primarily interested in psychology content courses rather than in experimental design and statistical analyses. Minors already encounter elements of experimental design and statistics in PSYC 132 and 133/135, as well as discussion of research designs in our content courses. Also, most of the seats in PSYC 202Q/202WQ are reserved for Psychology Majors and Cognitive Science Majors. Thus, many students who try to pursue a Minor in Psychology are unable to do so because of their inability to register in PSYC 202Q/202WQ.

2. What is the impact on students?

More students will now be able to complete the Minor in Psychology.

3. What is the impact on regional campuses?

It is likely that more students at regional campuses will now be able to complete the Minor in Psychology.

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

A. In information near the top of the form:

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

B. In information at the bottom of the form:

Name of Student: \_\_\_\_\_

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

(signed) \_\_\_\_\_ Dept. of (insert name)  
*Minor Advisor*

5. Dates approved by

Department Curriculum Committee: November 18, 2005

Department Faculty: November 18, 2005

CLAS Courses and Curriculum Committee:

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

David B. Miller, Associate Head and Coordinator of Undergraduate Studies

6-3516 or 6-4301 David.B.Miller@uconn.edu

## **2005-206 Add ANTH 1xx, Great Discoveries in Anthropology**

1. Date: **28 November 2005**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Fall 2006**

### **Final catalog Listing** (see Note A):

ANTH 1XX. Great Discoveries in Archaeology

Fall semester. Three credits. Open to sophomores.

A survey of important discoveries in archaeology spanning the whole of human prehistory across the globe. Current issues, methods, and techniques in the field of archaeology.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): **ANTH**
2. Course Number (see Note B): **1XX**  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? \_\_ Yes \_\_ No
3. Course Title: Great Discoveries in Archaeology
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):  
A survey of important discoveries in archaeology spanning the whole of human prehistory across the globe. Current issues, methods, and techniques in the field of archaeology.

#### **Optional Items**

7. Number of Class Periods, if not standard (see Note E): **Standard**
8. Prerequisites, if applicable (see Note F): **None**
9. Recommended Preparation, if applicable (see Note G): **None**
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):
15. Skill Codes "W", "Q", or "C" (see Note T): **Not applicable**
16. S/U grading (see Note W): **Not applicable**

#### **Justification**

1. Reasons for adding this course: (see Note L): This 100-level course in Anthropology will provide an attractive new option for students to satisfy their Gen Ed requirements. The class may attract students to the major by exposing them to the field of archaeology early in their undergraduate careers.
2. Academic Merit (see Note L): This course broadens students' understanding of the past by introducing them to the diversity of archaeological finds in Africa, Asia, Europe, Australia, and the Americas. Topics include the evolution of humans, the origins of agriculture and writing, and the development and collapse of urban societies. Students are encouraged to think critically about archaeological findings and are introduced to a range of theoretical approaches and ethical concerns.
3. Overlapping Courses (see Note M): **None**
4. Number of Students Expected: **ca. 200**
5. Number and Size of Section: **approximately 10 sections**
6. Effects on Other Departments (see Note N): **None**
7. Effects on Regional Campuses: **None**
8. Staffing (see Note P): **Sally McBrearty, Daniel Adler, or Natalie Munro**
9. Dates approved by (see Note Q):  
Department Curriculum Committee:  
Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person:  
**Sally McBrearty, 486-2857, mcbrearty@uconn.edu –or–**  
**Natalie Munro, 486-0690, Natalie.munro@uconn.edu**

## **2005-207 Proposal to Change the ITAL Major**

1. Date: November 7, 2005
2. Department requesting this change: ILCS (MCL)
3. Title of Major: Italian Literary and Cultural Studies
4. Nature of Change: **Inclusion in the Italian Literary and Cultural Studies tracks of 2 courses that were approved on April 26, 2005: ILCS 289 Capstone in Italian Studies and ILCS 270: Business Italian**

5. Existing catalog Description of the Major:

### **Italian Literary and Cultural Studies**

The major allows students to pursue a traditional concentration in Italian literary studies or a concentration in Italian cultural studies. Students who concentrate in Italian literary studies may take courses in Italian cultural studies in addition to their language and literature requirements. Those who concentrate in Italian cultural studies may also pursue relevant Italian literary studies.

### **Concentration in Italian Literary Studies**

Students must complete a minimum of 8 courses (the equivalent of 24 credits) to be chosen among the following: ILCS 237, 238, 239, 240, 243, 244, 250, 251-252, 253, 254, 259, 261, 262.

### **Concentration in Italian Cultural Studies**

Students must complete a minimum of eight courses (the equivalent of 24 credits) from the following:

**A.** Three 200 level Italian courses from the following: ILCS 255W, 256W, 258/258W, 260W, 237, 238, 239, 240, 243, 244, 250, 251-252, 253, 254, 259, 261, 262.

**B.** Two courses from the following: HIST 216, 267, 269, 271, 297.

**C.** Three courses to be chosen from the following: ARTH 251, 272, 273, or MUSI 292, 213; or ENGL 278W .

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 147.

**Study Abroad in Italy.** Students can participate in a variety of UConn-sponsored Study Abroad Programs and also have the option of enrolling in non-sponsored programs. In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 12 credits taken in any Study Abroad Program may count toward a major in Italian at this University.

To satisfy the information literacy competency, all students must take ILCS 255W, or 260W, or 258. To satisfy the writing in the major requirement, all students must take ILCS 255W, or 260W, or 258W.

A minor in Italian Cultural Studies and a minor in Italian Literary Studies are described in the [Minors](#) section.

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## **6. Proposed catalog Description of the Major:**

### **Concentration in Italian Literary Studies**

Students must complete a minimum of 8 courses (the equivalent of 24 credits) to be chosen among the following: ILCS 237, 238, 239, 240, 243, 244, 250, 251-252, 253, 254, 259, 261, 262, 270, 289.

### **Concentration in Italian Cultural Studies**

Students must complete a minimum of eight courses (the equivalent of 24 credits) from the following:

**A.** Three 200 level Italian courses from the following: ILCS 255W, 256W, 258/258W, 260W, 237, 238, 239, 240, 243, 244, 250, 251-252, 253, 254, 259, 261, 262, 270, 289.

**B.** Two courses from the following: HIST 216, 267, 269, 271, 297.

**C.** Three courses to be chosen from the following: ARTH 251, 272, 273, or MUSI 292, 213; or ENGL 278W

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 147.

**Study Abroad in Italy.** Students can participate in a variety of UConn-sponsored Study Abroad Programs and also have the option of enrolling in non-sponsored programs. In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 12 credits taken in any Study Abroad Program may count toward a major in Italian at this University.

To satisfy the information literacy competency, all students must take ILCS 255W, or 260W, or 258. To satisfy the writing in the major requirement, all students must take ILCS 255W, or 260W, or 258W.

A minor in Italian Cultural Studies and a minor in Italian Literary Studies are described in the [Minors](#) section.

## **7. Effective Date: immediate**

### **Justification**

**1. Why is a change required?**

**ILCS 270:** In recognition that in today's global economy socio-cultural awareness and socio-linguistic competence are a key to success, the ILCS program would like to include this course to better serve its ILCS major students, many of whom intend to use their knowledge of Italian language and culture in the world of international business, economic, trade, and finance.

**ILCS 289:** As a capstone course in Italian Studies, this course bring together students' previous studies in Italian Language, Literature, and Culture by a thematically-organized offering that integrates all of the language skills (reading, writing, listening, and speaking) while facilitating the preparation of a semester-long writing project that brings together 2 of the content areas of study chosen by students. Its inclusion in the major would be of great benefit to students.

2. What is the impact on students? NONE

3. What is the impact on regional campuses? NONE

4. Dates approved by:

Department Curriculum Committee: 12/2/05

Department Faculty: 12/2/05

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

Norma Bouchard

(860) 0895

Norma.Bouchard@uconn.edu



## **2005-208 Proposal to Change the ITAL Minor**

1. Date: November 7, 2005
2. Department requesting this change: ILCS (MCL)
3. Title of Minor: Italian Literary and Cultural Studies
4. Nature of Change: **Inclusion in the Italian Literary and Cultural Studies minors of 2 courses that were approved on April 26, 2006: ILCS 289 Capstone in Italian Studies and ILCS 270: Business Italian**

### **5. Existing catalog Description of the Minor:**

#### **Italian Cultural Studies**

Students electing this minor must complete 18 credits from the following:

- A. Two courses in Italian literature and/or cinema in English: ILCS 255W, 256W, 258/258W, 260W
- B. Two courses in History: HIST 216, 267, 269, 271, 297W
- C. One course in Art History: 251W, 272, 273W
- D. One additional 200 level course in Italian Cultural Studies or History. ILCS 239 or 240 may count for Group D. Students must demonstrate proficiency in Italian at a level equivalent to ILCS 147.

The minor is offered by the Modern and Classical Languages Department.

#### **Italian Literary Studies**

This minor requires the completion of 18 credits in 200 level courses. All of the courses listed below require ILCS 145, 146, 147, 148, or the equivalent, as prerequisites, but those language courses do not count toward the minor. The following are the courses required for completion:

- A. One course in composition and conversation: ILCS 239 or 240
- B. Both of the following: ILCS 243 and 244
- C. Two courses from the following: ILCS 250, 251-252, 253, 254, 259, 261, 262
- D. One course from the following: ILCS 237, 238

The minor is offered by the Modern and Classical Languages Department.

### **6. Proposed catalog Description of the Minor:**

#### **Italian Cultural Studies**

Students electing this minor must complete 18 credits from the following:

- A. Two courses in Italian literature and/or cinema in English: ILCS 255W, 256W, 258/258W, 260W
- B. Two courses in History: HIST 216, 267, 269, 271, 297W
- C. One course in Art History: 251W, 272, 273W
- D. One additional 200 level course in Italian Cultural Studies or History. **ILCS 239, 240, 270, and 289 may count for Group D.**

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 147.

The minor is offered by the Modern and Classical Languages Department.

#### **Italian Literary Studies**

This minor requires the completion of 18 credits in 200 level courses. All of the courses listed below require ILCS 145, 146, 147, 148, or the equivalent, as prerequisites, but those language courses do not count toward the minor. The following are the courses required for completion:

- A. One course in composition and conversation: ILCS 239 or 240
- B. Both of the following: ILCS 243 and 244
- C. Two courses from the following: ILCS 250, 251-252, 253, 254, 259, 261, 262
- D. One course from the following: ILCS 237, 238, 270, 289

The minor is offered by the Modern and Classical Languages Department.

7. Effective Date: immediate

#### **Justification**

1. Why is a change required?

**ILCS 270:** In recognition that in today's global economy socio-cultural awareness and socio-linguistic competence are a key to success, the ILCS program would like to include this course to better serve its ILCS minor students, many of whom intend to use their knowledge of Italian language and culture in the world of international business, economic, trade, and finance.

**ILCS 289:** As a capstone course in Italian Studies, This course bring together students' previous studies in Italian Language, Literature, and Culture by a thematically-organized offering that integrates all of the language skills (reading, writing, listening, and speaking) while facilitating the preparation of a semester-long writing project that

brings together 2 of the content areas of study chosen by students. Its inclusion in the major would be of great benefit to students.

2. What is the impact on students? NONE

3. What is the impact on regional campuses? NONE

4. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Norma Bouchard

(860) 0895

Norma.Bouchard@uconn.edu

## 2005-209 Proposal to ADD COMM 2xx

1. Date: December 6, 2005
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Spring, 2006

### 4. Final Catalog Listing:

#### COMM XXXXW. Computer Mediated Communication

Either semester. Three credits. Prerequisite: COMM 100, 130. With a change in content this course may be repeated for credit

Examines how computer media increasingly influence communication processes and how computer media are changing society. Students will learn to examine critically both exposure to and use of computer media with particular attention to how people use computer media and the effects of this use.

### Obligatory Items

1. Standard abbreviation for Department or Program: COMM
2. Course Number: XXXXW
3. Course Title: Computer Mediated Communication.
4. Semester offered: Either Semester
5. Number of Credits: 3
6. Course description:

Examines how computer media increasingly influence communication processes and how computer media are changing society. Students will learn to examine critically both exposure to and use of computer media with particular attention to how people use computer media and the effects of this use.

### Optional Items

7. Number of Class Periods, if not standard: not applicable
8. Prerequisites, if applicable: COMM 100, COMM 130.
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: With a change in content this course may be repeated for credit
13. Instructor(s) names if they will appear in catalog copy: *Nowak*
14. Open to Sophomores: No
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: Not applicable

### Justification

1. 1. **Reasons for adding the course/Academic Merit.** The department increasingly wants to add depth to our course curriculum, and we also need to increase the number of W courses in our department. This course would add another dimension to our courses on communication technology. Instead of looking at how technology works (comm. 262), or how to design and evaluate communication technology (comm. 264), this course would teach students how to write about technology, and how to interpret research on the effects of computer mediated communication.
2. 2. **Overlapping Courses.** Our department has 2 courses in communication technology. Comm 262 examines communication technology systems and explains how they work and how people use them. Comm 264 teaches students how to evaluate the usability of computer media. This course would examine the implications of using computer media for interpersonal relationships and organizational structures. It would fill a hole in our curriculum.

4. **Number of Students Expected:** 19

**5. Number and Size of Section:** Because this course helps service the Department's "W" workload, two sections of a maximum of 19 students each will be offered each year. We will begin by offering only one section per term until demand can be more accurately assessed. We hope to reassign faculty in such a way that we should be able to offer more sections over time, but we will likely need to hire an additional faculty member in order to meet projected demand in the area.

**6. Effects on Other Departments:**

There should be no effects on other departments.

**7. Effects on Regional Campuses:**

This may also be offered at the Stamford campus by existing faculty, but it would not be required for students to complete the major.

**8. Staffing:**

As demand for the course grows, we will need overload compensation for impacted faculty. Over time, we hope that demand in the area can merit further growth capital for staffing increases in the area.

**9. Dates approved by:**

Department Curriculum Committee: 9/13/2005

Department Faculty: 9/13/2005

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

Ross Buck, Professor, Department of Communication Sciences, 486-4494, [Ross.Buck@Uconn.edu](mailto:Ross.Buck@Uconn.edu)

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**Comm XXXXW Computer Mediated Communication**

Instructor: Kristine Nowak

Contact:

Office 218 DCP.

E-mail: [kristine.nowak@uconn.edu](mailto:kristine.nowak@uconn.edu)

Phone: 486-4080

Course Objectives: To examine how the use of technology influences communication, specifically computer mediated communication. A growing number of people are using their computers as a communication medium, and this course will examine the implications of that trend for our interpersonal relations and communication processes. The course will cover how computer media influence communication processes and how they are changing society. Students will be better prepared to critically examine exposure to and use of computer media with particular attention to how people use computer media and the effects of this use.

Prerequisites: **Comm 130**

**Readings.**

Barnes, S. B. (2003). *Computer Mediated Communication*. Boston, MA: Allyn and Bacon.

**Grading & Assignments**

Students will be graded on their performance in the following areas:

Exams	40%
Webct and class Participation	10%
Paper Proposal	5%
First paper draft	15%
Individual Paper	30%

**Exams**

There will be 2 exams. The exams will be primarily short answer and essay exams designed to get you to think about all the readings together. The questions will ask about issues from the readings and class discussions. You should draw on all of the readings relevant to the question, even if only to say why you disagree with a particular author's perspective. You will not be expected to do reading beyond the articles assigned for class, but you are free to include outside sources you have read. Many of these topics are discussed in several or all of the readings and you should cite the assigned readings where appropriate. You should show an understanding of the issues as well as a familiarity with the readings. This should include a familiarity with the issues discussed by authors, the ability to form and defend your own opinion as well as familiarity with authors' opinions. You will be graded on your ability to draw on the literature (assigned readings) and course discussions to form opinions and defend your responses in clear, well written answers to the questions.

**Class Participation.**

You are expected to attend class and keep up with the readings and actively participate in class discussions both in class and online. This is not a lecture course, so the students are expected to participate in generating and facilitating discussion. If you haven't done the reading, you won't be able to participate.

You will be expected to type reactions to and comments on the reading for each class meeting on webct. This posting must occur before the class meeting and show a thoughtful and articulate perspective or comment on the reading.

**Individual Paper.**

The individual paper is the final statement of your area of expertise, ability to write concisely and clearly about technology and utilize theory to discuss research on the effects of computer mediated communication. You will write a paper proposal, a paper draft, and a final paper.

*Paper Proposal*

This should include an outline that indicates the final structure of the paper. It should also include a brief introduction to the theory you believe will best apply, the aspect of computer mediated communication you will discuss, as well as a description of the technology people use in that type of interaction. Include a summary of the literature on your topic and why it is important and interesting as well as a summary and outline of what your final paper will look like. In other words, it could look like the introduction section of a paper. Which theory or theories may best apply? What will the topic be? How will you handle the topic? What will you include in the final paper? This will help guide your final paper and I encourage you to meet with your instructor as you draft this proposal, but must meet with your instructor before beginning the first draft of the paper.

*First Paper draft.*

Your paper should carefully follow the format and outline from your proposal and should be a minimum of 15 pages. This includes a summary of what you have learned in this area and should show an understanding of a theoretical perspective and how to apply it. Papers MUST be written based on a theoretical perspective (or differentiating theoretical perspectives) and provide analysis of how theory applies and predicts people's responses to technology. You should address the following questions.

What do the theories predict about the phenomenon you have chosen to examine? What research has been done? What do we know? What is still unknown? What technology do people currently use for the type of interaction you are discussing? Are there innovations that could be made to improve the technology currently used? What are they? Write densely, make some suggestions. Come to conclusions and defend them. See APA Style book for formatting guide. You will receive written feedback on your paper and are encouraged to meet with your instructor for further information before you begin your final paper.

*The Final paper*

Your final paper will be graded based on the overall quality of your writing and the extent to which you met the requirements of the assignment and addressed the comments you received on the initial draft. You will not pass the course unless you receive a passing grade on this final written assignment.

**2005-210 Proposal to Drop ANTH 242**

1. Date: October 21, 2005
2. Department: Anthropology

3. catalog Copy: Anth 242. African-American Culture

Either semester. Three credits Sociological and anthropological analysis of the development and persistence of Afro-American culture.

4. Effective Date (Spring, 2006)

**Justification**

1. Reasons for dropping this course: no plans to teach the course in the foreseeable future
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: 10/14/05  
Department Faculty: 10/14/05
6. Name, Phone Number, and e-mail address of principal contact person: W. Penn Handwerker; 486-0071; Handwerker@uconn.edu

**2005-211 Proposal to Drop ANTH 243**

1. Date: October 21, 2005
2. Department: Anthropology

3. catalog Copy: Anth 243. The American in Foreign Cultures Second semester. Three credits. Prerequisite: SOCI 107 (required for sociology majors) or Anth 106. The nature of the foreign situation encountered by past and present overseas Americans and their responses to it.

4. Effective Date (Spring, 2006)

**Justification**

1. Reasons for dropping this course: no plans to teach the course in the foreseeable future
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: 10/14/05  
Department Faculty: 10/14/05
6. Name, Phone Number, and e-mail address of principal contact person: W. Penn Handwerker; 486-0071; Handwerker@uconn.edu

## **2005-212 Proposal to Add new PHYS 307**

1. Date: 12-8-05
2. Department requesting this course: Physics
3. Semester and year in which course will be first offered: Spring 2006

### **4. Final catalog Listing**

#### **PHYS 307 (Also offered as PHYS 276): Astrophysics and Modern Cosmology**

Second semester, 3 credits. Prerequisite: PHYS 257 and 261, or equivalent, or instructor consent.

Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology

### **Obligatory Items**

1. Standard abbreviation for Department or Program: PHYS
  2. Course Number 307
- If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes
3. Course Title: **Astrophysics and Modern Cosmology**
  4. Course description (if appropriate -- see Note K): Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology
  5. Number of Credits 3:
  6. Course type: Lecture

### **Optional Items**

7. Prerequisites: PHYS 257 and 261, or equivalent, or instructor consent.
8. Recommended Preparation: N/A
9. Consent of Instructor, Yes
10. Exclusions: none
11. Repetition for credit: no
12. S/U grading: no

### **Justification**

1. Reasons for adding this course:

This course is already being offered as an upper level undergraduate course (PHYS 276), as can be seen by the cross-listing. Because the topic is of considerable modern interest, and since we do not offer a specialized graduate course on this topic, the course is now also to be offered for graduate credit.

2. Academic Merit The topic is of current interest in modern physics research. The graduate students taking the course will attend the same lectures as the undergraduates, however, they will be assigned additional more advanced homework problems.

3. Overlapping Courses none
4. Number of Students 10
5. Number and Size of Section: 1 (20 students max)
6. Effects on Other Departments: none
7. Staffing : because the undergraduate course is being scheduled regularly, no additional staff is required.
8. Dates approved by (see Note Q):  
Department Curriculum Committee: 9/20/05  
Department Faculty: 11/10/05
9. Name, Phone Number, and e-mail address of principal contact person: George Rawitscher, 6-4377, George.Rawitscher@uconn.edu

**2005-213 Proposal to change (cross-list) PHYS 276**

1. Date: 12/8/05

2. Department initiating this proposal: Physics

3. Current Catalog Copy/Copies:

**PHYS 276: Astrophysics and Modern Cosmology**

Second semester, 3 credits. Prerequisite: PHYS 257 and 261, or instructor consent.

Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology

4. Proposed Catalog Copy/Copies:

**PHYS 276 (Also offered as PHYS 307): Astrophysics and Modern Cosmology**

Second semester, 3 credits. Prerequisite: PHYS 257 and 261, or equivalent, or instructor consent.

Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology

5. Effective Date Spring 2006

**Justification**

1. Reasons for adding this course if it is a new course:

This is not a new course. Since we are proposing to offer this course also to graduate students, and if the latter is approved, a cross listing will be required.

2. Reasons for cross listing this course: The topic is of current interest to both graduate and undergraduate students, and is now also being made available as PHYS 307 to graduate students in the physics department.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? X Yes

4. Other Departments Consulted none

5. Effects on Regional Campuses: none

6. Staffing: No new staffing is required, since the course PHYS 276 is regularly scheduled.

**Approvals**

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

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

Physics Department Curriculum Committee: 9/20/05

Physics Department Faculty: 11/10/05

Physics Department Head: 11/10/05

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

George Rawitscher, 6-4377, George.Rawitscher@uconn.edu



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