

**College of Liberal Arts and Sciences
Committee on Curricula and Courses**

Departmental Proposals for the meeting of 24 October 2006
3:30 PM in Room 162 of the Dodd Research Center

Certain of the following proposals (2006-91, 107, 117, 118, 119, 122; 2006-124 through 151) were postponed at the 17 October meeting for later consideration.

2006 - 91 Proposal to Add URBN 2xx.

1. Date: September 12, 2006
2. Department requesting this course: Urban and Community Studies Program
3. Semester and year in which the course will be first offered: Fall 2006 contingent upon approval (Waterbury Campus).

Final Catalog Listing:

URBN 2XX: **Reel Cities**

Either Semester. Three credits. Recommended preparation: URBN 230.

Exploration of the aesthetics, history, and contemporary relevance of American films which feature the urban landscape as protagonist. Explores the context in which individual films were produced and how they reflect and reshape actual urban events and processes. The course may focus on particular cities or suburban communities and may include various genres of feature films, documentaries, experimental films, etc.

Items Included in Catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: URBN 2XX or URBN 3100 for the new numbering system.
2. Course number:
If using a specific number, have you checked with the Registrar that this number is available for use?
NA
3. Course title: Reel Cities
4. Semester offered: either
5. Number of Credits: 3
Exploration of the aesthetics, history, and contemporary relevance of American films which feature the urban landscape as protagonist. Explores the context in which individual films were produced and how they reflect and reshape actual urban events and processes. The course may focus on particular cities or suburban communities and may include various genres of feature films, documentaries, experimental films, etc

Optional Items

6. Number of class periods, if not standard: n.a.
7. Prerequisites, if applicable: none
8. Recommended preparation, if applicable: URBN 230.
9. Consent of instructor, if applicable: Not required
10. Exclusions, if applicable: none
11. Repetition for credit, if applicable: No
12. Instructor(s) names if they will appear in catalog copy:
13. Open to sophomores: Yes

14. Skill codes: "W", "Q", or "C": n.a.
15. S/U grading: no

Justification

1. **Reasons for adding this course:** Studies of representations of cities in 'texts' of different formats, such as film and literature, should form a part of any Urban Studies program. Such studies encourage critical thinking and close analysis, both desirable outcomes for college students, as well as providing new media for understanding and interpreting the urban experience. Reel Cities has been offered sporadically primarily at the Hartford campus and taught by an adjunct instructor. It is a successful and well-subscribed course and it is timely to institutionalize it within the Urban and Community Studies Program, which now has a permanent instructor qualified to teach this course.
2. **Academic merit:** This course will teach students to do close critical analysis of a series of texts, in this case films. Students will be equipped to assess the multiple ways in which projected images of cities have both reflected and influenced urban attitudes and policy through the decades since the invention of the medium. The close analysis and research skills will be transferable to other courses. Study of the films will also grapple with themes of racial and ethnic diversity, enhancing and reinforcing this new priority within the General Education requirements of the University of Connecticut.
3. **Overlapping courses:** We reviewed courses in the minor in Film Studies, and we did not identify any course with similar content and perspective.
4. **Number of students expected:** 20 per semester
5. **Number and size of sections:** 1 section of 20 students
6. **Effects on other departments:** Modern and Classical Languages offers the Film Studies minor. The proposal creates a new course on film potentially increasing the diversity of offerings in that minor. The course has considerable history content, but the History Department does not appear to offer a course on film. The proposal has been circulated to the Modern and Classical Languages Department including the coordinator of the Film Studies Minor, History Department, and the Drama Department.
7. **Effects on regional campuses:** Will create an additional course offering for the Urban and Community Studies major on the Tri-Campus.
8. **Staffing:** Ruth Glasser
9. **Dates approved by:**
10. **Name, phone number, and e-mail address of principal contact person:**

URBN 295: Reel Cities
Fall 2006
Mondays, 4-6:30
Room XXX

Dr. Ruth Glasser
Office: Room 108
E-mail [best way to reach me]: ruth.glasser@uconn.edu
Telephone: (203) 236-9921
Office Hours: Mondays 1:30-3:30 and by appointment

Description: Film is a quintessentially urban medium, produced primarily and marketed initially in large metropolitan areas. Films often reflect urban themes, and project powerful images of cities to their inhabitants as well as to those who have never visited them. Films also frequently embody our collective anxieties and hopes about cities of the past, present, and future.

This course will explore the history and aesthetics of older and more contemporary American films within an ever-changing urban context. Emphasis will be given to movies that foreground the urban landscape as protagonist. This roughly chronological survey

will explore the context in which individual films were produced and how they reflect and reshape actual urban events and processes within their own aesthetic conventions. Students will also 'read' urban-themed films closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. The exploration of content and context may focus on particular cities or suburban communities, and may include various genres of feature films, documentaries, experimental films, etc.

Reel Cities for Fall 2006 will focus particularly on New York and Los Angeles, the country's major cultural production centers as well as the location for many urban-themed films. The movies viewed will all be full-length fictional features and will span the genres of comedy, musical, crime, and the social problem film.

Outcomes for the course will include the following:

- o o Students will master the tools that will enable them to critically assess films and how they create meaning
- o o Students will become familiar with the history of the U.S. film industry
- o o Students will master key points about the history, politics, economics, and culture of New York and Los Angeles, and thus be able to articulate how films respond to, reflect, and reinterpret these urban places.
- o o Students will begin the process of understanding and theorizing the ways in which popular culture representations of urban environments have influenced the discourse, politics, culture, aesthetics, and eventually the economy of central cities.

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Primary Texts: Available for purchase at the U Conn Co-op:

David Bordwell and Kristin Thompson, *Film Art: An Introduction*, 7th Edition, with Film Viewer's Guide and Tutorial CD-Rom (2003)

David Halle, ed., *New York and Los Angeles: Politics, Society and Culture, A Comparative View* (2003)

**Additional readings will be downloadable through WebCT or on hard copy reserve as reference texts.*

Course Components

Class participation: 20 %. Coming to class prepared, on time, participating in class discussions. Please note that depending upon their length, movies may be only partially screened in class. Students will be expected to finish watching movies on their own, in preparation for student-led class discussion on each film.

Oral report: 15% -- each student will lead the discussion on one of the course movies, taking into consideration the process of the film's production, the contemporary or historical urban events or processes it speaks to, the stylistic features that characterize the film. Students will be expected to base the presentation on at least one article about the film from a legitimate academic publication, as well as general historical sources (the latter will be on reserve in the library).

Final paper: 25%-- each student will choose a film not shown in the course and do a close analysis of the film, taking into account its production process, historical context, and stylistic features. Students will be expected to do original research based on legitimate academic publications.

Midterm exam: 20%

Final exam: 20%.

Week	Reading	Video/DVD	Other
Week 1:		Clips from contemporary urban movies	

Introduction			
Week 2: Urbanization, Industrialization, and the Early Years of Cinema	<p>"Chaos, Magic, Physical Genius and the Art of Silent Comedy," pp.104-121, from Robert Sklar, <i>Movie-Made America</i> (1975)</p> <p>Bordwell and Thompson, excerpt, "Film Form and Film History," pp.464-471 and Chapter 1, pp.2-41 of <i>Film Art</i></p>	<p>"Modern Times" (1936)</p>	
Week 3: Race, Ethnicity on Film and the Coming of Sound	<p>"The New Frontier: Hollywood, 1914-1920," pp.167-199, from Lary May, <i>Screening Out the Past</i> (1980)</p> <p>Harry M. Benshoff and Sean Griffin, "The Concept of Whiteness and American Film," in <i>America on Film</i> (2004), pp.49-74</p> <p>Bordwell and Thompson, pp.481-484, and Ch.2, pp.48-66</p>	<p>"The Jazz Singer" (1927)</p>	
Week 4: Film Noir and Post-War Anxiety	<p>Edward Dimendberg, excerpt, <i>Film Noir and the Spaces of Modernity</i> (2004)</p> <p>Bordwell and Thompson, Ch.3, pp.68-103</p>	<p>"The Naked City" (1948) and/or "Naked City" TV shows</p>	
Week 5: The City as Musical Backdrop: A Comparative View	<p>Beveridge and Weber, "Race and Class in Developing New York and Los Angeles Metropolises, 1940-2000," pp.49-78, from Halle, <i>New York and Los Angeles</i></p> <p>Thomas Schatz, "The Musical," pp. 186-220, from <i>Hollywood Genres</i> (1981)</p>	<p>"On the Town" (1949) and "West Side Story" (1961)</p>	
Week 6: Urban Development and Cinematic Politics	<p>John Walton, "Film Mystery as Urban History: The Case of Chinatown," pp.46-58, in Mark Shiel and Tony Fitzmaurice, eds., <i>Cinema and the City</i> (2001)</p> <p>Gladstone and Fainstein, "The New York and Los Angeles Economies," pp.79-98, in Halle</p> <p>Bordwell and Thompson, Ch.4, pp.108-126</p>	<p>"Chinatown" (1974)</p>	

Week 7: Poor Urban Neighborhoods: One Point of View	Katz, "Metropolitan Crime Myths," pp.195-224, in Halle Bordwell and Thompson, Ch.6, pp.176-225	"Fort Apache The Bronx" (1981)	
Week 8: Poor Urban Neighborhoods: Another Point of View	Halle, Gedeon, and Beveridge, "Residential Separation and Segregation, Racial and Latino Identity, and the Racial Composition of Each City," pp.150-191, in Halle Bordwell and Thompson, Ch. 7, pp.229-290 and 423-428	"Do the Right Thing" (1989)	Midterm!
Week 9: New York vs. Los Angeles	Giovacchini, "Hollywood is a State of Mind," pp.423-447, in Halle Bordwell and Thompson, Ch. 8, pp.294-343	"Annie Hall" (1977)	
Week 10: Multiculturalism and the Smaller City	Bordwell and Thompson, Ch.9, pp.347-385 and "The New Hollywood and Independent Filmmaking," pp.489-493	"City of Hope" (1991)	
Week 11: L.A. pre-uprising	Mike Davis, "The Hammer and the Rock," pp.265-322 from <i>City of Quartz: Excavating the Future in Los Angeles</i> (1992)	"Boyz and the Hood" (1991)	
Week 12: L.A. post-uprising	Halle and Rafter, "Riots in New York and Los Angeles," pp.341-366, and Sears, "Black-White Conflict: A Model for the Future of Ethnic Politics in Los Angeles," pp.367-389, from Halle	"Crash" (2004) and excerpts, "Grand Canyon" (1991)	

<p>Week 13: Urban Youth and Ethnic Mixing</p>	<p>Wrigley, "Centralization vs. Fragmentation: The Public School Systems of New York and Los Angeles," pp. 225-250, and Levitan, "It Did Happen Here: The Rise in Working Poverty in New York City, pp.251-268, from Halle</p>	<p>Our Song (2000)</p>	
<p>Week 14: Immigrant Los Angeles</p>	<p>Sabagh and Bozorgmehr, "From 'Give Me Your Poor' to 'Save Our State': New York and Los Angeles as Immigrant Cities and Regions," pp. 99-123, from Halle</p>	<p>Real Women Have Curves (2002)</p>	

Note: Syllabus and classroom activities are subject to modification as needed.

Final Exam on December XX, 2006

2006 - 107 Proposal to offer AASI 298 "Special Topics" Course

1. Date of this proposal: 09/07/06
2. Semester and year 298 will be offered: Spring 2007 [now revised to Fall 2007]
3. Department: **Asian American Studies Institute**

4. Title of course: Asian Americans and the Law
5. Number of Credits: 3

6. Instructor: Kristin Hoffman, JD

7. Instructor's position: Attorney (see attached CV)
(**Note:** if the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience). See below

8. Has this topic been offered before? NO

10. Short description: This class will study various topics relating to Asian Americans and American jurisprudence. Emphasis on the development of laws and their impact on the Asian American community, as well as the Asian American reaction to such laws.

11. Please attach a sample/draft syllabus to first-time proposals. (see attached)

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

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

Roger N. Buckley
Roger.Buckley@Uconn.edu
486-4751
Maxine Haines
486-4751

Proposal to offer a 298 Special Topics Course

Date of proposal:	September 5, 2006
Department:	Asian American Studies Institute
Course title:	Asian Americans and the Law
Number of credits:	
Instructor:	Kristin Hoffman, JD
Instructor's position:	Attorney (see attached c.v.)
Has this topic been offered before:	No
Short description:	This class will study various topics relating to Asian Americans and American jurisprudence. Emphasis on the development of laws and their impact on the Asian American community, as well as the Asian American reaction to such laws.

Proposed draft syllabus:

- I. Asian Immigration to the United States
 - A. Early Naturalization laws and their discriminatory effect
 - B. The Chinese Exclusion Acts
 - C. Other Immigration Acts and Supreme Court cases impacting Asian immigration
 - D. The Vietnam War and the Amerasian/Orderly Departure Program
 - E. Comparative analysis of early and current immigration laws and practices
- II. World War II & Japanese Internment
 - A. A. Japanese immigration to the United States
 - B. B. FDR's executive order and the internment of Japanese-Americans
 - C. C. Legal redress
- III. Voting rights
 - A. A. Voting rights Act of 1965 and the 1975 and 1992 amendments, an historical perspective of discrimination at the ballot box

- B. B. Language Assistance Provisions (bilingual ballots) – the arguments for and against
- C. C. The 2006 reauthorization of the Language Assistance Provisions

IV. Human Trafficking

- A. Historical perspective of trafficking and Asian Americans
- B. Analysis of current state of human trafficking
- C. Laws relating to trafficking: prevention, punishment of offenders, assistance to victims

V. Discrimination and Racial Profiling – an individual case analysis

- A. Wen Ho Lee case

Proposed Readings:

Books (selected readings):

Strangers from a Different Shore, Ronald Takaki
The Chinese in America, Iris Chang
Race, Rights and Reparation: Law and the Japanese American Internment, Yamamoto, Chon, Izumi, Kang, & Wu
My Country Versus Me, Wen Ho Lee
Asian American Women: Issues, Concerns, and Responsive Human and Civil Rights Advocacy, Lora Jo Foo

Cases:

The Chinese Exclusion Case: Chae Chan Ping v. United States, 130 US 581 (1889)
U.S. v. Bhagat Singh Thind, 261 US 204 (1923)
Korematsu v. US, 319 US 432 (1943); 323 US 214 (1944); 584 F. Supp. 1406 (N.D.Cal. 1984)
Hirabayashi v. US, 320 US 81 (1943)
Yasui v. US, 320 US 115 (1943)
Ex Parte Endo, 323 US 283 (1944)

Laws, etc.:

"An act to establish an uniform Rule of Naturalization" (March 26, 1790)
 "Chinese Exclusion Act" (May 6, 1882)
 "The Philippine Independence Act (Tydings-McDuffie Act)" (March 24, 1934)
 "Executive Order 9066" (February 19, 1942)
 "Restitution for World War II Internment of Japanese-Americans and Aleuts", (August 10, 1988)

Articles/reports/essays:

Amok Emil Guillermo, selected essays
 "Asian Americans and the Voting Rights Act: The Case for Reauthorization", Report by the Asian American Legal Defense and Education Fund (May 2006)
 "On Bilingual Ballots", by George Will (May 26, /2006)

Kristin Hoffman

66 Finley Hill Road, Marlborough, CT 06447
 Home: (860) 295-9587 Work: (860) 241-0078

EDUCATION:

University of Connecticut School of Law, Hartford, Connecticut. Juris Doctor, May 1998.

University of Wisconsin-Stevens Point, Stevens Point, Wisconsin. Semester Abroad, Center for International Studies, Madrid, Spain, January-May 1990. Bachelor of Arts in International Studies and Spanish, with a minor in Biology, May 1992.

Academic Achievements:

Graduation with Honors, May 1992.
Chancellor's Leadership Award, May 1992.
Academy of Letters and Science Distinguished Achievement Award, April 1992.
Morgan Excellence in the Study of Spanish Award, April 1991.

PROFESSIONAL EXPERIENCE:

Law Offices of Kristin Hoffman, LLC. Hartford, Connecticut. June 2002 - Present. Owner/Attorney.

Represent clients in removal proceedings, including asylum, cancellation of removal, waiver cases, and adjustment of status. Prepare family-based petitions, with a particular emphasis on battered spouse cases. Prepare all varieties of

immigration applications (adjustment/extension/change of status, naturalization, temporary protected status, petitions to remove the conditions on residence, NACARA, religious workers etc.). Represent clients before the Board of Immigration Appeals and the Administrative Appeals Office.

Globman, Marcus & Chapple, P.C. Hartford, Connecticut. August 1998 – June 2002. Attorney.

See previous job description.

Weingast & Collins, P.C. Hartford, Connecticut. May 1997 – May 1998. Legal Assistant.

Assist clients in preparing applications for adjustment of status, naturalization, work authorization, asylum, waivers and extensions of visas. Prepare petitions for abused spouses. Write briefs in support of appeals to the Board of Immigration Appeals and the Administrative Appeals Unit. Write motions to the Immigration Court.

International Institute of Connecticut. Hartford, Connecticut. October 1993 – May 1997.

Last position held was that of Accredited Representative. In that capacity: represent clients in deportation proceedings. Prepare petitions for relatives and religious workers. Prepare applications for adjustment of status, naturalization, work authorization, temporary protected status, waivers and extensions of visas.

LANGUAGE SKILLS:

Fluent in Spanish

PROFESSIONAL ASSOCIATIONS:

American Immigration Lawyer's Association (AILA). Member. February 24, 1999 – Present.
Connecticut Chapter positions: Vice Chair: May 2005 - Present
Secretary: May 2004 – May 2005
Treasurer: May 2003 - May 2004

PROFESSIONAL PRESENTATIONS:

Guest lecturer on Immigration law at the University of Connecticut School of Law
Panelist on Immigration issues for the Connecticut Bar Association
Lecturer at a variety of AILA events, local and regional

2006 - 117 Proposal to Cross List SCI 103

1. Date: 9/21/06

2. Department initiating this proposal: **GEOL**

3. Current Catalog Copy/Copies:

SCI 103: Geoscience through American Studies

Either semester. Three credits. Open only to Honors students. Not open to students who have passed GEOL 103 or 105. *Thorson*

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only enhancement of GEOL 103.

Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required.

CA 3.

4. Proposed Catalog Copy/Copies:

SCI 103 (Also offered as AMST 103) Geoscience through American Studies

Either semester. Three credits. Open only to Honors students. Not open to students who have passed GEOL 103 or 105. *Thorson*

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only enhancement of GEOL 103.

Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required.

CA 3.

AMST 103 (Also offered as SCI 103) Geoscience through American Studies

Either semester. Three credits. Open only to Honors students. Not open to students who have passed GEOL 103 or 105. *Thorson*

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only enhancement of GEOL 103.

Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required.

CA 3.

5. Effective Date (semester, year Immediately

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

Justification

1. Reasons for adding this course if it is a new course: Not a new course, has been offered for 2 years now.

2. Reasons for cross listing this course: AMST (American Studies) is a newly approved course designation, and SCI 103 covers science topics through American literature, making AMST a very appropriate designation for this class in addition to SCI.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No

4. Other Departments Consulted (see Note N): American Studies

5. Effects on Regional Campuses: None.

6. Staffing: Thorson, Robert

Approvals

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

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

American Studies

Geosciences

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

American Studies Department or Program Curriculum Committee: Program Executive Committee, September 28, 2006

Department or Program Faculty: N/A (no separate faculty)

Department or Program Head: Wayne Franklin, September 28, 2006

Geosciences Department or Program Curriculum Committee:

Department or Program Faculty: 9/26/06

Department or Program Head: Pieter Visscher 9/26/06

(Duplicate above, as needed)

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

Robert Thorson, 486-1396, Robert.thorson@uconn.edu

Abigail Howe, 486-4432, geology@uconn.edu

2006 - 118 Proposal to Add JOUR 2XX

1. Date: Sept. 29
2. Department requesting this course: **Journalism**
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

JOUR 2xx. Honors Thesis

Either semester. Three credits. Hours by arrangement. Prerequisites: Journalism 200W, 201W and at least six additional journalism credits at the 200s level. Open only with consent of instructor. Students in the Honors Program undertake in-depth research and writing under the guidance of a faculty member. Majors must consult with the departmental Honors Advisor and develop a research proposal in the semester before taking the course.

Items included in catalog Listing: Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): JOUR
2. Course Number (see Note B): 2xx
3. Course Title: Honors Thesis
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Students in the Honors Program undertake in-depth research and writing under the guidance of a faculty member. Majors must consult with the departmental Honors Advisor and develop a research proposal in the semester before taking the course.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Hours by arrangement.
8. Prerequisites, if applicable (see Note F): Journalism 200W, 201W and at least six additional journalism credits at the 200s level.
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T) Open only with consent of instructor
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): No
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: We now handle our honors theses as independent studies. Our honors students are sometimes confused about how to approach their thesis preparation. We would like make the process clearer for them.
2. Academic Merit (see Note L): We already handle honors theses. This change just makes the process more straightforward.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: At most four or five per year.
5. Number and Size of Section: At most two or three per semester.
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Our honors advisor will continue to supervise the thesis work.
9. Dates approved by (see Note Q):
Department Curriculum Committee: April 26, 2006
Department Faculty: April 26, 2006
10. Name, Phone Number, and e-mail address of principal contact person: Maureen Croteau, 486-4221, Maureen.Croteau@uconn.edu

2006 - 119 Proposal to Change JOUR 245 (add W)

1. Date: Sept. 29, 2006

2. Department: Journalism

3. Nature of Proposed Change: **Catalog description, add W**

4. Current Catalog Copy:

JOUR 245. Specialized Journalism

Either semester. Three credits. Prerequisite: Jour 200

An introduction to specialized fields such as business, science, education, arts, sports, and entertainment reporting. Students will examine some of the best work in the fields and will consider ethical issues and other problems.

5. **Proposed Catalog Copy:**

JOUR 245W. Specialized Journalism

Either semester. Three credits. Prerequisite: Jour 200W and Jour 201W.

An introduction to one specialized field, which can include such areas as business, science, education, arts, sports and entertainment reporting. Students will examine some of the best work in the specialty and report and write stories related to the field. This course can be repeated with a change of topic.

6. Effective Date (semester, year): Fall 2007

Justification

1. Reasons for changing this course:

Focusing on a variety of specialty areas in one semester has proven to be confusing for students and difficult for faculty members. By increasing the prerequisites (adding Jour201W to the current Jour200W) we will deal with more advanced students, who will be ready to handle one field in depth. Students will be able to do more reporting, writing and revision. The W designation will make the content of the course more apparent to students, who complain if non-W courses include as much writing and rewriting as W courses.

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:

Department Curriculum Committee: March 29, 2006

Department Faculty:March 29, 2006

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

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

2006 - 122 Proposal to Cross List SPAN 294 with PRLS 294

Notes: (1) The proposal to cross list an existing course in another department or program is normally initiated by the department or program that already offers this existing course to be cross listed. In cases where the department or program offering the course is outside of CLAS, it is then appropriate for one of the departments or programs within CLAS to initiate the proposal. It is also possible to add a new course and have this new course immediately be cross listed in another department or program.

(2) CLAS policy (adopted March 15, 2005) is that the title or course description of cross-listed courses should support the decision to cross list. E.g. AASI/SOCI 221 "Sociological Perspectives on Asian American Women": the title of the course clearly indicates that the course will cover topics within the subject fields of Sociology and Asian American Studies.

1. Date: 9/20/2006

2. Department initiating this proposal: **Spanish (Modern & Classical Languages)**

3. Current Catalog Copy/Copies:

Span 294. Literature of Puerto Rico and the Spanish Caribbean

Either semester. Three credits. Recommended preparation: SPAN 278 or instructor consent. Readings and discussions of major authors and works of the Spanish Caribbean with special emphasis on Puerto Rico.

4. **Proposed** Catalog Copy/Copies:

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

SPAN 294/PRLS 294. Literature of Puerto Rico and the Spanish Caribbean

Either semester. Three credits. Recommended preparation: SPAN 278 or instructor consent. Readings and discussions of major authors and works of the Spanish Caribbean with special emphasis on Puerto Rico.

5. Effective Date Spring 2007

Justification

1. Reasons for adding this course if it is a new course: This is not a new course in the Spanish program.

2. Reasons for cross listing this course: This course is a necessary addition to the interdisciplinary minor of PRLS, as it focuses on the literary production of Puerto Rico and the Spanish Caribbean. The PRLS minor has a specific focus on the cultural production of Puerto Ricans and US residents whose cultural antecedents refer to the Spanish Caribbean. Currently, this course appears as one of the recommended courses to support the PRLS minor.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? X Yes ___ No

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

Italian Literary and Cultural Studies, French Studies, German Studies, Classical and Mediterranean Studies, Comparative Literary and Cultural Studies.

5. Effects on Regional Campuses: None anticipated

6. Staffing: Prof. Guillermo Irizarry (Spanish and PRLS), Prof. Laurietz Seda (Spanish), Prof. Jacqueline Loss (Spanish).

Approvals

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

1. List the name of each department or program which will be involved in the cross-listing.
Spanish (MCL) and Puerto Rican and Latino Studies (PRLS)

2. For each department or program, list the dates of approval by the appropriate departmental or program review process

MCL: Department or Program Curriculum Committee: 9/29/06
Department or Program Faculty: 9/29/06
Department or Program Head: 9/29/06

PRLS: Department or Program Curriculum Committee: 9/29/06
Department or Program Faculty: 9/29/06
Department or Program Head: 9/29/06

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

Roger Travis, ROGER.TRAVIS@UCONN.EDU, 860 486-3316; Miguel Gomes, 486-3328,
Miguel.Gomes@uconn.edu

2006 - 124A & B Proposals to Change JOUR 200W & 201W

2006 - 124A: Change JOUR 200W

1. Date: Sept. 29, 2006
2. Department: **Journalism**
3. Nature of Proposed Change: Change in course description.

4. Current Catalog Copy:

JOUR 200W. Newswriting I

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. One 75 minute-lecture and one 2-hour laboratory plus field work. Open to sophomores or higher.

Definition of news, newswriting style, community reporting, covering governmental meetings and writing statistical matter. Laboratory offers intensive practical writing exercises. Field trips required.

5. Proposed Catalog Copy:

JOUR 200W. Newswriting I

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. One 75 minute-lecture and one 2-hour laboratory plus field work. Open to sophomores or higher.

Defining news; exercising news judgment in a diverse society; employing principles of Associated Press style; writing basic news stories. Laboratory offers intensive newswriting exercises.

6. Effective Date (semester, year): Fall 2007

Justification

1. Reasons for changing this course: This more accurately reflects the content of the course as it has evolved since 1979, when the current catalog copy was written. In fact, most of the emphasis on community reporting has migrated to Newswriting II over the years. "Writing statistical matter" is technically correct, but hardly a significant enough part of the course to be singled out for mention in the catalog copy. This description gives students a clearer idea of what to expect when they take the course.
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: March 29, 2006
Department Faculty: March 29, 2006
8. Name, Phone Number, and e-mail address of principal contact person: Maureen Croteau, 486-4221, Maureen.Croteau@uconn.edu

2006 - 124B Change JOUR 201W

1. Date: Sept. 29, 2006
2. Department: **Journalism**
3. Nature of Proposed Change: **Change in catalog copy**

4. Current Catalog Copy:

JOUR 201W. Newswriting II

Either semester. Three credits. One 75-minute lecture and one 2-hour laboratory plus field work.

Prerequisite: JOUR 200; ENGL 105 or 110 or 111 or 250. Open to sophomores or higher.

Provides in-depth explanations and demonstrations of what reporters can expect to find, and report, in the courts, schools, town halls, land use agencies and other civic offices, boards and commissions.

5. Proposed Catalog Copy:

JOUR 201W. Newswriting II

Either semester. Three credits. One 75-minute lecture and one 2-hour laboratory plus field work.
Prerequisite: JOUR 200; ENGL 105 or 110 or 111 or 250. Open to sophomores or higher.
Live reporting using the university and the surrounding community as a laboratory. Emphasis on fact gathering, interviewing, diversity of sources, news judgment and deadline writing.

6. Effective Date (semester, year): Fall 2007

Justification

1. Reasons for changing this course: This description more clearly reflects what students can expect to do in the course. The current description focuses on “explanations and demonstrations” when, in fact, students should expect to do a lot of reporting and writing. We feel that this will better express the content of the course, from the students’ point of view.

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: March 29, 2006

Department Faculty: March 29, 2006

8. Name, Phone Number, and e-mail address of principal contact person: Maureen Croteau, 486-4221, Maureen.Croteau@uconn.edu

2006 - 125 Proposal to Add GERM 1xxx

1. Date:
2. Department requesting this course: Modern and Classical Languages
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

GERM 1XXX. Human Rights and German Culture

Either semester. Three credits. Readings and lectures in English. May not be used to fulfill the undergraduate language requirement.

Study of primary sources on human rights from the Age of Enlightenment to contemporary documents and debates as well as literature and other forms of art related to human rights. Documentaries on the Holocaust, human rights in divided Germany, and the contemporary debate on multiculturalism and political asylum.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): GERM
2. Course Number (see Note B): 1XXX
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: **Human Rights and German Culture**
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):
Study of primary sources on human rights from the Age of Enlightenment to contemporary documents and debates as well as literature and other forms of art related to human rights. Documentaries on the Holocaust, human rights in divided Germany, and the contemporary debate on multiculturalism and political asylum.

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):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

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

This course will improve the general education curriculum by providing an introduction to key terms and concepts of human rights while focusing on a specific culture and its turbulent modern history. It will focus on a region and primarily on the culture of a country which has become an important voice in the European Union. The course should thus be appealing not only to students of German, but also to students interested in other academic fields. The course will be set up in an interdisciplinary fashion and could possibly, with the approval of the HRI, be cross-listed as an elective for the Human Rights Minor.

2. Academic Merit (see Note L):

The course will examine primary sources on human rights from the Age of Enlightenment to contemporary documents and debates as well as literature and other forms of art related to human

rights. Literature and the arts, in many respects society's unconscious, have early fostered human rights, but also indicated dilemmas and often emerged from or dealt with experiences of human rights violations and the traumas these violations have produced. We will study well proportioned excerpts of philosophical treatises on this subject from Kant to Habermas and investigate literary productions, such as Heinrich von Kleist's *Michael Kohlhaas* (1804) or Jurek Becker's *Bronstein's Children* (1986). We will watch and discuss documentaries on the Holocaust, human rights in divided Germany, and the contemporary debate on multiculturalism and political asylum in Germany, Austria, and Switzerland. We will also look at paintings, sculptures, or photographs by artists like Käthe Kollwitz, John Heartfield, Gerhard Richter, etc. and discuss their relation to human rights discourse.

The following questions will be central to our analysis: When and why have human rights been considered natural or universal? Can literature or the arts be considered ethical projects? How can we describe the impact on readers/observers who are confronted with representations of human rights violations? Which affective strategies might be involved in these representations? What is literature's, the arts', and philosophy's relation to politics?

A brief survey will be conducted at the beginning, the middle, and the end of the course, allowing students to express their expectations, make suggestions, and give general or critical feedback. The integration of the case method in the course with "finished," open-ended, and fictional cases will allow for assessment in class discussions. Students will be asked to work on visual, text-based, or multi-media group projects, dealing with one of the aspects covered in class. These projects will be documented on a website, which I will design and implement for this course.

3. Overlapping Courses (see Note M):

4. Number of Students Expected: 80

5. Number and Size of Section: 1 section, 80 students

6. Effects on Other Departments (see Note N): This course could be included in the list of courses for the Human Rights Minor.

7. Effects on Regional Campuses:

8. Staffing (see Note P): Sebastian Wogenstein

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/29/06

Department Faculty: 9/29/06

10. Name, Phone Number, and e-mail address of principal contact person: Roger Travis,
roger.travis@uconn.edu, 860 486-3316

2006 - 126 Proposal to Add MATH 2XX

1. Date: 4 October 2006
2. Department requesting this course: **Mathematics**
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing **Math 2XX[3250]. Combinatorics**

Either semester. Three credits. Prerequisite: Math 213 or Math 244.

Analysis of combinatorial problems and solution methods. Topics include: Enumeration, generating functions, bijective proofs, sieve methods, recurrence relations, graphs, partially ordered sets, and extremal combinatorics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: MATH
2. Course Number: 2XX [possible 4-digit number: 3250]
3. Course Title: Combinatorics
4. Semester offered: either
5. Number of Credits: Three
6. Course description: Analysis of combinatorial problems and solution methods. Topics include: Enumeration, generating functions, bijective proofs, sieve methods, recurrence relations, graphs, partially ordered sets, and extremal combinatorics.

Optional Items

7. Number of Class Periods, if not standard: not applicable
8. Prerequisites: Math 213 or Math 244.
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Repetition for credit, if applicable : not applicable
12. Instructor(s) names if they will appear in catalog copy : not applicable
13. Instructor(s) names if they will appear in catalog copy: not applicable
14. Open to Sophomores: no
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: No current departmental offering includes more than a very small amount of the material covered in this course. It would make no sense for any current offerings to even attempt to accommodate this particular material.
2. Academic Merit (see Note L): This course covers an area of mathematics that has been expanding rapidly over the past fifty years. Combinatorial techniques have become extremely sophisticated and interconnected with many parts of mathematics, including discrete geometry, algebraic geometry, number theory, and commutative algebra. Combinatorial problems arise in many parts of mathematics, computer science (e.g., analysis of algorithms), chemistry (molecular symmetries), and computational biology (DNA sequencing). The course will introduce some of these applications to students.

An undergraduate course in combinatorics is now standard in many (if not most) research universities around the country.

3. Overlapping Courses (see Note M): There is some overlap in material with Math 103Q, Elementary Discrete Math and Math 105Q, Mathematics for Business and Economics. But those courses are aimed at non-majors and rarely taken by majors. Indeed, Math 103Q is not open to anyone who has passed a math class at the level of calculus or higher. This course would greatly exceed those in both content and mathematical sophistication.

There is a small overlap in material with Math 231, Probability, but the point of view and applications of that course are quite different.

CSE254 overlaps about 30% of the proposed course. The approach to this material would differ somewhat, with the proposed course going deeper and more rigorously into those topics. That course is also offered in a different College, and has prerequisites that would prevent non CS majors or minors from taking it.

4. Number of Students Expected: 15-25 per term
5. Number and Size of Section: 1 section with 15-25 students.
6. Effects on Other Departments (see Note N): minimal
7. Effects on Regional Campuses: not applicable
8. Staffing (see Note P): Roby
9. Dates approved by (see Note Q):
Department Curriculum Committee: September 21, 2006
Department Faculty: September 26, 2006
10. Name, Phone Number, and e-mail address of principal contact person: Tom Roby, 486-8385, tom.robby@uconn.edu

2006 - 127 Proposal to Add CDIS 3XX

1. Date: October 4, 2006
2. Department: Communication Sciences – Disorders (CDIS)
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing:

CDIS 53XX. Language Impairments and Literacy

3 credits. Seminar. Open to graduate students in Communication Disorders, others with permission. A research seminar covering the theories, assessment, and intervention of children with reading disabilities from a language-based perspective.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: CDIS
2. Course Number: 53XX
3. Course Title: Language Impairments and Literacy
4. Course description: Research seminar covering the theories, assessment, and intervention of children with reading disabilities from a language-based perspective.
5. Number of Credits: 3
6. Course type: Seminar

Optional Items

7. Prerequisites: N/A
8. Recommended Preparation: a course in normal language development and language disorders in preschool and school-age children
9. Consent of Instructor: N/A
10. Exclusions: N/A
11. Repetition for credit: N/A
12. S/U grading: N/A

Justification

1. Reasons for adding this course:

For several decades, researchers in the area of speech-language pathology have recognized that poor oral language skills (e.g., receptive vocabulary, knowledge of syntax and morphology, phonological awareness, and narrative abilities) are negative prognostic factors for the development of reading and writing. In addition, the American Speech, Language, and Hearing Association (ASHA) advocates that speech-language pathologists collaborate with classroom teachers, special education teachers, and reading specialists to work with children who have been identified with language learning disabilities. The majority of students graduating with a master's degree in communication disorders are hired by schools. There currently are no courses within the university to provide students with a language basis for reading disabilities and the knowledge they require to work collaboratively with other school specialists in the area of reading disabilities. The purpose of this course is to provide students with the understanding of the link between oral and written language, as well as the knowledge required to identify and remediate language impairments that are likely to result in reading disabilities.

2. Academic Merit:

A course on the topic of reading disabilities is needed in the department of Communication Sciences because it is recognized that a strong foundation in oral language (including augmentative and alternative forms of communication) are necessary for children to become good readers and writers. This course will review current literature examining how limited language abilities are associated with reading and writing difficulties. Students in speech-language pathology are trained to assess and remediate language disorders. This requires an in depth knowledge of language and phonological development. ASHA, which is the governing body of the profession, advocates that speech-language pathologists are qualified to play an integral role in intervention of reading and writing disabilities. Therefore, it is essential that our students

learn about the language bases of reading disorders so that they can provide competent and quality services to children in schools.

3. Overlapping Courses:

The content of the proposed course overlaps moderately with PSYC 341 and EPSY 363. However, we are confident that the content of the proposed course is not overly redundant with either PSYC 341 or EPSY 363 because the emphasis of this course will be with language deficiencies associated with reading disabilities and not cognitive abilities.

4. Number of Students Expected: We expect that approximately 10-12 students will register for this course.

5. Number and Size of Section:

One section. Enrollment will be capped at 20.

6. Effects on Other Departments: It is expected that students from NEAG and psychology may register for this class in order to get a different perspective on reading and writing disabilities.

7. Staffing: Bernard Grela, Communication Sciences

8. Dates approved by:

Department Curriculum Committee: January 2006

Department Faculty: January 2006

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

Bernard Grela, Instructor, 486-3394 Bernard.Grela@uconn.edu

Ross Buck, Chair of Departmental C&C committee, 486-4494 ross.buck@uconn.edu

2006 - 128 Proposal to Change PHYS 311

1. Date: 10-5-06
2. Department: **Physics**
3. Nature of Proposed Change: Change course description

4. Current Catalog Copy:

PHYS 311: Methods of Theoretical Physics I

3 credits, Lecture

General Orthogonal Coordinate Systems, special functions and differential equations of Physics. Sturm Liouville theory, general eigenvalue equations.

5. Proposed Catalog Copy:

PHYS 311: Methods of Theoretical Physics I

3 credits, Lecture

Vector and tensor analysis, curvilinear coordinates, linear algebra, functions of complex variables, differential equations, special functions, elements of Green's functions.

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

With this change this course will contain the necessary material to satisfy the prerequisites for subsequent core courses, such as PHYS 306 (Electrodynamics I) and PHYS 322 (Quantum Mechanics I), replacing the present prerequisite of PHYS 312 for these courses. Thereby a speed-up of the course of study in the graduate program will be accomplished.

2. Effect on Department's Curriculum: It will streamline and speed up the fulfillment of the basic requirements for the students.

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

4. Effects on Other Departments: none

5. Effects on Regional Campuses:

6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9-28-06

Department Faculty: 10-5-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 129 Proposal to Change PHYS 312

1. Date: 10-5-06
2. Department: **Physics**
3. Nature of Proposed Change: Change course description

4. Current Catalog Copy:

PHYS 312: Methods of Theor. Phys. II 3 credits, Lecture, Prerequisite PHYS 311

Abstract vector spaces, Hilbert space, group theory. Theory of Green's functions and integral equations. Complex function theory.

5. **Proposed Catalog Copy:** (suggested change in italics)

PHYS 312: Methods of Theor. Phys. II 3 credits, Lecture, Prerequisite PHYS 311

Abstract vector spaces, Hilbert space, group theory. *Fourier series and integral representations*, Theory of Green's functions and integral equations. Complex function theory.

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

This course is intended for students who require knowledge of the more advanced mathematical and theoretical methods in physics. With this change, this course will no longer be required as a prerequisite to the core courses taken by all physics graduate students.

2. Effect on Department's Curriculum: It will permit the students to defer this course to after the preliminary exams, when they begin to specialize in their particular research areas. Hence this course will fit more naturally into the students' stream of study.

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: 9-28-06

Department Faculty: 10-5-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 130 Proposal to Change PHYS 306

1. Date: 10-5-06
2. Department: **Physics**
3. Nature of Proposed Change: Change of prerequisite

4. Current Catalog Copy:

PHYS 306: Electrodynamics I

3 credits, Lecture, Prerequisite PHYS 312

Differential formulations of electrostatics and magnetostatics, electromagnetic induction, Maxwell equations, electromagnetic waves, application to wave guides, cavities, and dispersive media.

Foundations of special relativity

5. **Proposed Catalog Copy:** (suggested change in italics)

PHYS 306: Electrodynamics I

3 credits, Lecture, Prerequisite PHYS 311

Differential formulations of electrostatics and magnetostatics, electromagnetic induction, Maxwell equations, electromagnetic waves, application to wave guides, cavities, and dispersive media.

Foundations of special relativity

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

The sequence PHYS 311-312 has been restructured such that PHYS 311 now suffices to fulfill the prerequisite for PHYS 306

2. Effect on Department's Curriculum: It will permit the students to defer the PHYS 312 to a later time, when they begin to specialize in their particular research areas.

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: 9-7-06

Department Faculty: 9-7-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 131 Proposal to Change PHYS 322

1. Date: 10-5-06
2. Department: **Physics**
3. Nature of Proposed Change: Change of prerequisite

4. Current Catalog Copy:

PHYS 322: Quantum Mechanics I

3 credits, Lecture, Prerequisite PHYS 312 and PHYS 318

Mathematical formulation and interpretation of quantum mechanics. Illustrative examples. Hydrogen atom. Dirac ket and bra vectors, matrix methods and scattering theory.

5. **Proposed Catalog Copy:** (suggested change in italics)

PHYS 322: Quantum Mechanics I

3 credits, Lecture, Prerequisite PHYS 311 and PHYS 318

Mathematical formulation and interpretation of quantum mechanics. Illustrative examples. Hydrogen atom. Dirac ket and bra vectors, matrix methods and scattering theory.

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

The sequence PHYS 311-312 has been restructured such that PHYS 311 now suffices to fulfill one of the prerequisite for PHYS 322

2. Effect on Department's Curriculum: It will permit the students to defer the PHYS 312 to a later time, when they begin to specialize in their particular research areas.

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: 9-7-06

Department Faculty: 9-7-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 132 Proposal to Add MCB 328

1. Date: February 23, 2006
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered:

Final catalog Listing

MCB 328 (proposed new number MCB 5428). Theory and Practice of Forensic Identification Methods. 1 credit per section. Lecture & Laboratory/Discussion. Open by permission to graduate students and qualified upper level undergraduate students. Recommended preparation: a course in genetics. With a change in content, this course may be repeated for credit. Advanced consideration of the theory, practice, and analysis of various forensic identification strategies, with each section focused on a specific methodology.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): MCB
2. Course Number (see [Note B](#)): 328 (proposed new number 5428)
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Theory and Practice of Forensic Identification Methods
4. Course description, if appropriate (see [Note K](#)):
Advanced consideration of the theory, methods, and analysis of various forensic identification strategies, with each section focused on a specific topic.
5. Number of Credits 1 credit per section
6. Course type Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)):
8. Recommended Preparation, if applicable (see [Note G](#)): A course in genetics
9. Consent of Instructor, if applicable (see [Note T](#)) Consent of instructor is required
10. Exclusions, if applicable (see [Note H](#)):
11. Repetition for credit, if applicable (see [Note I](#)): With a change in content, this course may be repeated for credit.
12. S/U grading, if applicable (see [Note X](#)):

Justification

1. Reasons for adding this course: (see [Note L](#)) The topics proposed for this new course are not covered elsewhere. Student interest in them is very high, based on several pilot modules conducted over the past year. Practical experience with the methods of forensic identity typing are of special importance to the new PSM degree in Applied Genomics which has a forensic track, and to doctoral candidates conducting research in DNA typing. Moreover, human genotyping is a critical skill for addressing problems in human evolution and migration, and the genetic basis of diseases, as well as in forensics. The procedures and platforms used in identity typing are relevant to research in many fields, and these modules provide intensive training in their use.
2. Academic Merit (see [Note L](#)): The following specific topics will be explored in the course, with each section focused on a single identification strategy:
 - Section 1. Human Autosomal STR Typing
 - Section 2. Mitochondria Hypervariable Region Typing
 - Section 3. Y Chromosome Haplotype Analysis
 - Section 4. Human Osteology
 - Section 5. Forensic Statistics
 - Section 6. Plant STR Typing
 - Section 7. Fingerprint Pattern Analysis
 - Section 8. Microarray-based SNP detection

3. Overlapping Courses (see [Note M](#)): None
4. Number of Students Expected: approximately 100 per year
5. Number and Size of Section: 8 sections, maximum 12 students per section
6. Effects on Other Departments (see [Note N](#)): None
7. Staffing (see [Note P](#)): Course co-ordinator Linda Strausbaugh, Professor, Molecular and Cell Biology
8. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: April 3, 2006
Department Faculty: April 21, 2006
9. Name, Phone Number, and e-mail address of principal contact person:
Linda Strausbaugh
486-2693
U-2131

2006 - 133 Proposal to Change PHYS 209

1. Date: 10-5-06
2. Department: **Physics**
3. **Nature of Proposed Change:** add: "Open to sophomores"

4. Current Catalog Copy:

PHYS 209: Intermediate Physics I

First semester. Three credits. Prerequisite: PHYS 132 or 142 or 152 or, with consent of instructor, PHYS 122.

Classical mechanics, electricity, and magnetism.

5. **Proposed Catalog Copy:** (suggested change in italics)

PHYS 209: Intermediate Physics I

First semester. Three credits. Prerequisite: PHYS 132 or 142 or 152 or, with consent of instructor, PHYS 122. Open to sophomores.

Classical mechanics, electricity, and magnetism.

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

The number and good performance of sophomores contained in the present distribution of students in this course is sufficient to justify making this course available to them automatically, provided that they satisfy the required prerequisites. The negative effect which this change will make for graduate students, in that they cannot put this course on their plan of study, is minimal because very few graduate students elect to take this course.

2. Effect on Department's Curriculum:

PHYS 209-210 are among the courses a physics major can choose to satisfy the requirements for either the B.S. degree (applied option), or the B.A. degree. It will attract more sophomores to the course, but it not expected that it will have a significant effect on the department's curriculum.

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: 9-14-06

Department Faculty: 10-5-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 134 Proposal to Change PHYS 210

1. Date: 10-5-06
2. Department: **Physics**
3. Nature of Proposed Change: add: "**Open to sophomores**"

4. Current Catalog Copy:

PHYS 210: Intermediate Physics II

Second semester. Three credits. Prerequisite: PHYS 132 or 142 or 152 or, with consent of instructor, PHYS 122.

Kinetic Theory, introduction to quantum mechanics

5. Proposed Catalog Copy: (suggested change in italics)

PHYS 210: Intermediate Physics II

Second semester. Three credits. Prerequisite: PHYS 132 or 142 or 152 or, with consent of instructor, PHYS 122. Open to sophomores.

Kinetic Theory, introduction to quantum mechanics

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

The number and good performance of sophomores contained in the present distribution of students in this course is sufficient to justify making this course available to them automatically, provided that they satisfy the required prerequisites. The negative effect which this change will make for graduate students, in that they cannot put this course on their plan of study, is minimal because very few graduate students elect to take this course.

2. Effect on Department's Curriculum:

PHYS 209-210 are among the courses a physics major can choose to satisfy the requirements for either the B.S. degree (applied option), or the B.A. degree. It will attract more sophomores to the course, but it not expected that it will have a significant effect on the department's curriculum.

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: 9-14-06

Department Faculty: 10-5-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 135 Proposal to Change CDIS 249W

1. Date: October 3, 2006
2. Department: **Communication Sciences – Disorders (CDIS)**
3. Nature of Proposed Change: change current course **from 3 to 4 credits.**

4. Current Catalog Copy:

CDIS 249W. Introduction to Aural Rehabilitation Fall Semester. Three credits.

An introduction to the effects of hearing impairment on communication. Communication strategies for adults and children with impaired hearing are discussed.

5. Proposed Catalog Copy:

CDIS 249W. Introduction to Aural Rehabilitation Fall Semester. Four credits.

An introduction to the effects of hearing impairment on communication. Communication strategies for adults and children with impaired hearing are discussed.

6. Effective Date: Fall semester 2007

Justification

1. 1. Reasons for changing this course:

Description Change: The core content of the material covered in this class is identical to that of CDIS 249, except that students in CDIS 249W receive instruction in writing. CDIS 249 is a three credit course and the students meet three times a week for 50 minutes each. Students enrolled in CDIS 249W meet four times a week. The extra class period is provided so that students can receive additional instruction in writing for social sciences and APA format. This material is not covered as part of CDIS 249.

2. Effect on Department's Curriculum: none

3. Other Departments Consulted: none

4. Effects on Other Departments: none.

5. Effects on Regional Campuses: none

6. Staffing: CDIS staffing. No changes from present.

7. Dates approved by:

Department Curriculum Committee: 10/02/06

Department Faculty: 10/02/06

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

a) a) Kathleen Cienkowski, Course Instructor, 486-3289, cienkowski@uconn.edu

b) b) Ross Buck, COMS rep. C&C committee, 486-4494, ross.buck@uconn.edu

2006 - 136 Proposal to Change CDIS 244W

1. Date: October 3, 2006
2. Department: **Communication Sciences – Disorders (CDIS)**
3. Nature of Proposed Change: change current course **from 3 to 4 credits.**
4. Current Catalog Copy:

CDIS 244W. Introduction to Neurogenic Communication Disorders First Semester. Three credits. Acquired and developmental neurogenic communication disorders. Brain mechanisms that underlie speech and language and their disorders.

5. Proposed Catalog Copy:

CDIS 244W. Introduction to Neurogenic Communication Disorders First Semester. Four credits. Acquired and developmental neurogenic communication disorders. Brain mechanisms that underlie speech and language and their disorders.

6. Effective Date: Spring semester 2007

Justification

2. 2. Reasons for changing this course: **Description Change:** The core content of the material covered in this class is identical to that of CDIS 244, except that students in CDIS 244W receive instruction in writing. CDIS 244 is a three credit course and the students meet three times a week for 50 minutes each. Students enrolled in CDIS 244W meet four times a week. The extra class period is provided so that students can receive additional instruction in writing for social sciences and APA format. This material is not covered as part of CDIS 244.

2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none.
5. Effects on Regional Campuses: none
6. Staffing: CDIS staffing. No changes from present.
7. Dates approved by:
Department Curriculum Committee: 10/02/06
Department Faculty: 10/02/06
8. Name, Phone Number, and e-mail address of principal contact person:
 - c) c) Carl Coelho, Course Instructor, 486-4482, coelho@uconn.edu
 - d) d) Ross Buck, COMS rep. C&C committee, 486-4494, ross.buck@uconn.edu

2006 - 137 Proposal to Change CDIS 202W

1. Date: October 3, 2006
2. Department: **Communication Sciences – Disorders (CDIS)**
3. Nature of Proposed Change: change current course from **3 to 4 credits**.

. Current Catalog Copy:

CDIS 202W. Speech and Language Acquisition Either Semester. Three credits.
How children learn their first language, the effects of language on their thinking and behavior.

5. Proposed Catalog Copy:

CDIS 202W. Speech and Language Acquisition Second Semester. Four credits.
How children learn their first language, the effects of language on their thinking and behavior.

6. Effective Date: Spring semester 2007

Justification

3. 3. Reasons for changing this course:

Description Change: The core content of the material covered in this class is identical to that of CDIS 202, except that students in CDIS 202W receive instruction in writing. CDIS 202 is a three credit course and the students meet three times a week for 50 minutes each. Students enrolled in CDIS 202W meet four times a week. The extra class period is provided so that students can receive additional instruction in writing for social sciences and APA format. This material is not covered as part of CDIS 202.

2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none.
5. Effects on Regional Campuses: none
6. Staffing: CDIS staffing. No changes from present.
7. Dates approved by:
Department Curriculum Committee: 10/02/06
Department Faculty: 10/02/06
8. Name, Phone Number, and e-mail address of principal contact person:
 - e) e) Bernard Grela, Course Instructor, 486-3394, Bernard.grela@uconn.edu
 - f) f) Ross Buck, COMS rep. C&C committee, 486-4494, ross.buck@uconn.edu

2006 - 138 Proposal to Drop CDIS 358

1. Date: 10/4/2006

2. Department: **COMS**

3. catalog Copy:

CDIS 358. Diagnostic Principles in Speech Pathology 3 credits. Lecture/Laboratory. Formerly COMS 358.

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

Justification

1. Reasons for dropping this course: The course has not been offered in over 10 years because of gradual changes to the grad curriculum. Much of the content has been absorbed within other newer courses, approved in the past four years.
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: 9/6/2006
Department Faculty: 9/26/2006
6. Name, Phone Number, and e-mail address of principal contact person:
Carl Coelho, 486-4482, coelho@uconn.edu

2006 - 139 Proposal to Drop COMS 339

1. Date: 10/4/2006
2. Department: COMS

3. catalog Copy:

CDIS 339. Aural Habilitation

3 credits. Lecture. Formerly COMS 339.

Communication assessment and management of children with hearing loss. Individualized rehabilitation plans, family education, and collaborative team models.

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

Justification

1. 1. Reasons for dropping this course: The course has not been offered in 8 years since the retirement of a faculty member. Since the curriculum in audiology was revised to support the new Doctor of Audiology program important content of this course was incorporated in CDIS 344.

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: 9/6/2006

Department Faculty: 9/26/2006

6. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Cienkowski, 486-3289, cienkowski@uconn.edu

2006 - 140 Proposal to Add COMS 261

1. Date: October 10, 2006.
2. Department requesting this course: **Communication**
3. Semester and year in which course will be first offered: Spring 2007.

Final catalog Listing (see [Note A](#)):

Comm 261, (new number 4660). Computer Mediated Communication
Either semester. Three credits. Prerequisite: Comm 100, Comm 130. Not open to sophomores.
How computer media influence communication processes, and how computer mediated communication is changing interpersonal relationships and society.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): Comm
2. Course Number (see [Note B](#)): **Comm 261, (new number 4660)**
3. Course Title: Computer Mediated Communication
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](#)):
How computer media influence communication processes, and how computer mediated communication is changing interpersonal relationships and society.

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.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): Comm 100. Comm 130
9. Recommended Preparation, if applicable (see [Note G](#)): Comm 230.
10. Consent of Instructor, if applicable (see [Note T](#))
11. Exclusions, if applicable (see [Note H](#)): N/A
12. Repetition for credit, if applicable (see [Note I](#)): N/A
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): N/A
14. Open to Sophomores (see [Note U](#)): No.
15. Skill Codes "W", "Q", or "C" (see [Note T](#)):
16. S/U grading (see [Note W](#)):

Justification

1. Reasons for adding this course: (see [Note L](#))
2. Academic Merit (see [Note L](#)): This class has been approved as a W. This proposal seeks to add a non-w version of this class (Comm 261W or Comm 4660W).
3. Overlapping Courses (see [Note M](#)):
4. Number of Students Expected: 30.
5. Number and Size of Section: 1 section offered in either semester.
6. Effects on Other Departments (see [Note N](#)): No effects on other departments.
7. Effects on Regional Campuses: The course may be offered at the Stamford or other Regional campuses on a rotating basis. It would offer more diversity in the curriculum there.
8. Staffing (see [Note P](#)): The course will primarily be taught by faculty member Dr. Kristine Nowak, on the Storrs campus. This course will be added to her rotation on a regular basis, and may also be taught by other faculty. This does not represent an increase in either class sizes or teaching loads, though other courses may be taught less frequently, or by graduate students to add this course.

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

Department Curriculum Committee: October 3, 2006

Department Faculty: October 3, 2006

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

Ross Buck, 486-4494, Ross.buck@uconn.edu.

2006 - 141 Proposal to Add COMS 265

1. Date: 10/10/06
2. Department requesting this course: **COMM**
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing

COMM 265 .Communication Technology and Social Change
Spring Semester. Three Credits. Prerequisite: COMM 100. Not open to Sophomores. Lin, Carolyn A.
Examination of new communication technologies and their influence on social change. The course will provide a foundation for students with professional as well as academic interests in communication technology.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): COMM
2. Course Number (see Note B): COMM 265
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? _X_ Yes __ No
3. Course Title: Communication Technology and Social Change
4. Semester offered (see Note C): Spring
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): In-depth examination of new communication technologies and their influence on social change. Topics include, but are not limited to, cable, satellite, telephonic and computer-based carriers of voice, video and data communications.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): COMM 100.
9. Recommended Preparation, if applicable (see Note G): COMM 130 and COMM 262
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): Carolyn A. Lin
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): n/a
16. S/U grading (see Note W): No.

Justification

Reasons for adding this course (see Note L): Many students in the COMM major are interested in how communication technologies influence the ways in which we communicate with each other in an interpersonal, organizational and mass communication context. Currently, there is only one course (COMM 262 New Communication Technologies) offered that focuses on the broad introduction to history, economics and public policy with respect to emerging communication technologies. This course is intended to cover the most compelling and socially relevant implications of communication technology, from a theoretical as well as practical perspective.

2. Academic Merit (see Note L): This course provides students with the opportunity to explore theory and research on communication technology in detail at UConn. It encourages students to become well-versed in reading and evaluating academic research on communication technology while at the same time challenging them to enhance their information technology and media literacy.

3. Overlapping Courses (see Note M): Although the Department offers specific new coursework in COMM 261 (Computer-Mediated Communication), the proposed course differs in that it's broad-based, covering all electronic media—both offline and online. This includes telephony, broadcasting, and various other wireless media. Any redundancy with COMM 261—which focuses on the relations between computer-mediated communication and interpersonal communication—is very limited and thus not a

cause for concern. Moreover, rather than investigating how technology works (as in COMM 262 New Communication Technologies), or how to design and evaluate communication systems (as in COMM 264, Design of Human Communication Systems), this course encourages students to think about the social change implications accompanying a raft of emerging media. COMM 265 also differs from the more general COMM 271 (Communication and Social Change), which focuses on the global role of communication in fostering social development, particularly in Third World settings. Primarily domestic in focus, COMM 265 addresses the adoption, use and social influence of emerging communication media in organizational, interpersonal and mass communication contexts.

4. Number of Students Expected: 30

5. Number and Size of Section: 1 section, 30 students

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): No new staff required.

9. Dates approved by (see Note Q):

Department Curriculum Committee: Oct 10, 2006

Department Faculty: Oct 10, 2006

10. Name, Phone Number, and e-mail address of principal contact person: Ross Buck, 6-4494,
Ross.buck@uconn.edu

2006 - 142 Proposal to Add COMS 370

1. Date: Oct. 10, 2006
2. Department requesting this course: **Communication Sciences**
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing

COMS 370. Communication Technology and Society: Theory and Research Seminar 3 credits, either semester.

An examination of the theory and research associated with the study of emerging communication technologies. The course will provide graduate students with a comprehensive foundation in the scholarly literature addressing the content, adoption, uses and effects of new media.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): COMM
2. Course Number (see Note B): COMS 370

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?

Yes No

3. Course Title: Communication Technology and Society: Theory and Research

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

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

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

Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): COMM 301
8. Recommended Preparation, if applicable (see Note G): COMM 305
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

Justification

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

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

This course offers graduate students a broad theoretical and methodological foundation for evaluating and conducting scientific research in the area of emerging media and information technologies. As technologies play a large role in the way we communicate with each other daily, the content of this course is both current and significant in enhancing student understanding of the role technologies play in human communication

2. Academic Merit (see Note L):

This course provides students with the opportunity to obtain a comprehensive understanding of theory and research on communication technology at UConn.

Students who focus their study in the area of interpersonal, organizational, health and/or mass communication (including advertising, public relations and marketing) can greatly benefit from the content of this course, as the course adds a new dimension to their overall scholarly training in the field of communication.

3. Overlapping Courses (see Note M): Although the Department offers specific new coursework under the guise of COMM 371 (Computer-Mediated Communication), the proposed course differs in that it encompasses all electronic media including television, telephonic, wireless and Internet communication technologies. Any redundancy with COMM 371—which focuses on communication networks, human-computer interaction and interface design—is minimal and should not be a cause for concern.

4. Number of Students Expected: 15

5. Number and Size of Section: 15

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

7. Staffing (see Note P):

8. Dates approved by (see Note Q):

Department Curriculum Committee: Oct 10, 2006

Department Faculty: Oct 10, 2006

9. Name, Phone Number, and e-mail address of principal contact person: Ross Buck. 6-4494.
ross.buck@uconn.edu

2006 - 143 Proposal to Cross-List URBN 220

Notes: (1) The proposal to cross list an existing course in another department or program is normally initiated by the department or program that already offers this existing course to be cross listed. In cases where the department or program offering the course is outside of CLAS, it is then appropriate for one of the departments or programs within CLAS to initiate the proposal. It is also possible to add a new course and have this new course immediately be cross listed in another department or program.

(2) CLAS policy (adopted March 15, 2005) is that the title or course description of cross-listed courses should support the decision to cross list. E.g. AASI/SOCI 221 "Sociological Perspectives on Asian American Women": the title of the course clearly indicates that the course will cover topics within the subject fields of Sociology and Asian American Studies.

1. Date: October 10, 2006

2. Department initiating this proposal: **Public Policy**

3. Current Catalog Copy/Copies:

URBN 220. Survey Research Methods

Either semester. Three credits. Open to sophomores or higher.

Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

4. Proposed Catalog Copy/Copies:

URBN 220. Survey Research Methods

(Also offered as PP 223). Either semester. Three credits. Open to sophomores or higher.

Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

PP 223. Survey Research Methods

(Also offered as URBN 220). Either semester. Three credits. Open to sophomores or higher.

Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

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

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

Justification

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

2. Reasons for cross listing this course:

The Tri-Campus UCS program and the Department of Public Policy (DPP) recently developed a memorandum of understanding making the Tricampus UCS major a program within DPP. The Department of Public Policy (DPP) is home to the Master of Survey Research program and has several faculty expert in social science survey research. The last two times the course has been taught it was taught by an adjunct with a long standing relationship with the Master of Survey Research program. Prior to that the course was taught under the URBN 298 designation by a graduate of the Master of Survey Research program. The course is likely to be taught by DPP faculty for the foreseeable future.

DPP is newly created department which did not exist when the URBN 220 course was created in 2004. If the department had existed at the time, the course would have been given a PP designation as well as URBN designation when it was first created.

A Public Policy minor was created by DPP and approved by CLAS last Spring. This minor focuses on developing skills in public policy analysis and evaluation. Survey research methods are used extensively in public policy research, analysis and evaluation. Adding a PP course designation to this course will allow the course to count toward the requirements of the public policy minor.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? ___ Yes X No

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

URBN 220 was created and approved in 2004 to help Tri-Campus Urban and Community Studies (UCS) majors develop skills in social science research. It currently satisfies the methods requirement in the UCS major. Thus, an URBN number as well as a PP number remains appropriate. Given the role of survey research in public policy evaluation the course is appropriate to meet requirements of the DPP Public Policy minor.

4. Other Departments Consulted (see Note N): Robert Fisher, Director of UCS, fully supports the cross-listing.

5. Effects on Regional Campuses: Cross-listing this course will make a the Public Policy minor more feasible for Tri-campus students.

6. Staffing:

Kenneth Dautrich
Jennifer Dineen.
Thomas Craemer

Approvals

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

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

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

Department or Program Curriculum Committee: October 6, 2006

Department or Program Faculty: October 16, 2006

Department or Program Head:

(Duplicate above, as needed)

3. Name, Phone Number, and e-mail address of principal contact person:
Robert Bifulco, 860-570-9029, robert.bifulco@uconn.edu

2006 - 144 Proposal to Cross List HIST/LAMS 233W

1. Date: **September 14, 2006**
2. Department initiating this proposal: **History**

3. Current Catalog Copy/Copies:

233W. History of Migration in Las Américas

(Also offered as LAMS 233W.) Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Recommended Preparation: LAMS 190, ANTH 227, HIST 280, HIST 282, or HIST 278/PRLS 220. Spanish useful, but not required. Consent of Instructor. Open to sophomores or higher. Gabany-Guerrero, Overmyer-Velázquez

Applies broad chronological and spatial analyses of origins of migration in the Americas to the experiences of people of Latin American origin in Connecticut. Addresses a range of topics from the initial settlement of the Americas to 21st century migrations.

4. Proposed Catalog Copy/Copies:

233W. History of Migration in Las Américas

(Also offered as LAMS 233W and PRLS 233W.) Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Recommended Preparation: PRLS 210, LAMS 190, ANTH 227, HIST 280, HIST 282, or HIST 278/PRLS 220. Spanish useful, but not required. Consent of Instructor. Open to sophomores or higher. Gabany-Guerrero, Overmyer-Velázquez

Applies broad chronological and spatial analyses of origins of migration in the Americas to the experiences of people of Latin American origin in Connecticut. Addresses a range of topics from the initial settlement of the Americas to 21st century migrations.

5. Effective Date (semester, year): **Fall, I 2007**

Justification

1. Reasons for adding this course if it is a new course: **NA**
2. Reasons for cross listing this course: **Course content directly examines the historical experience of US Latinos/as.**
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes ___ No
4. Other Departments Consulted: **LAMS**
5. Effects on Regional Campuses: **NA**
6. Staffing: **Mark Overmyer-Velázquez (history), Tricia Gabany-Guerrero (LAMS)**

Approvals

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

1. List the name of each department or program which will be involved in the cross-listing. **HIST, LAMS, PRLS**

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

HISTORY

Department or Program Curriculum Committee: Approved 10/6/06

Department or Program Faculty: N/A

Department or Program Head: **Shirley Roe, 9/19/06**

LAMS

Department or Program Curriculum Committee:

Department or Program Faculty:

Department or Program Head: Peter Kingstone, 9/20/06

PRLS

Department or Program Curriculum Committee:

Department or Program Faculty:

Department or Program Head: Guillermo Irizarry, 9/21/06

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

Mark Overmyer-Velázquez, 6-5571, mark.velazquez@uconn.edu

Daniel Caner, 6-3650, daniel.caner@uconn.edu

2002 - 145 Proposal to Change the ENVS Major (MARN concentration)

1. Date: 25 September 2006

2. Department requesting this change: **Marine Sciences**

3. Title of Major: **Environmental Science**

4. Nature of Change: **Updating the list of qualifying courses and degree requirements** for the **Marine Sciences concentration**.

5. Existing catalog Description of the Major (Marine Science concentration requirements):

Students are required to complete four courses from the following list, but with no more than two courses from a single group:

GROUP A

MARN 236	Marine Microbiology
MARN 294	Marine Biology
MARN 331	Marine Phytoplankton Ecology and Physiology
MARN 332	Marine Zooplankton
MARN 380	Biological Oceanography

GROUP B

MARN 280W	Marine Biogeochemistry
MARN 325	Radiotracer Applications In Natural Systems
MARN 371	Chemical Oceanography

GROUP C

MARN 275W	Geological Oceanography
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GROUP D

MARN 270	Descriptive Physical Oceanography
MARN 372	Sediment Transport
MARN 376	Estuarine Circulation

6. Proposed catalog Description of the Major (Marine Science concentration requirements):

Students are required to complete **five** courses from the following list with at least one course from each group.

GROUP A

MARN 236	Marine Microbiology
MARN 260	Biological Oceanography
MARN 265	Molecular Approaches to Biological Oceanography
MARN 267	Plankton Ecology
MARN 294	Marine Biology

GROUP B

MARN 220Q	Environmental Reaction and Transport
MARN 275W	Geological Oceanography
MARN 280W	Marine Biogeochemistry
MARN 282	Coastal Pollution and Bioremediation

GROUP C

MARN 230	Coastal Circulation & Sediment Transport
MARN 235	Environmental Fluid Dynamics
MARN 270	Descriptive Physical Oceanography

7. Effective Date immediately

Justification

1. Why is a change required? **The Marine Science Concentration requirements included too many graduate level courses to satisfy the Environmental Science major. The listing of at least 3 of these graduate courses is unnecessary as they have undergraduate equivalents (i.e., MARN 260 for MARN 380, MARN 230 for MARN 372, and MARN 267 for MARN 331). The other graduate courses are taught too infrequently to satisfy the requirements over the 1-2 year concentration period. Therefore, we have added several appropriate undergraduate courses that are taught routinely. The total number of required courses is increased from four to five to satisfy the 15-credit requirement for all Environmental Science concentrations. With these changes, we are able to condense the 4 groups listed to 3. This simplifies the plan without changing the nature of the concentration requirements.**

2. What is the impact on students? **The changes will provide the students with better options to complete the degree requirements. Specifically, they offer the students more flexibility to complete the degree in a timely manner without changing the nature of the concentration requirements. The changes will also allow the students to minor in oceanography or marine biology with, typically, 3 additional courses. We feel this is a reasonable workload for the minor and that either minor is desirable for a student concentrating in Marine Sciences.**

3. What is the impact on regional campuses? **Most of these courses are taught, either in person or remotely, at both Avery Point and Storrs, so they can be taken on either campus. The nature of Environmental Science major requires the students to be admitted to Storrs during (preferably) their sophomore year, so this should not have an impact on the other campuses. These changes will also increase enrollment in 200-level courses offered at Storrs and Avery Point by the Marine Sciences Department.**

4. Dates approved by

Department Curriculum Committee: **Oct. 5th, 2006**

Department Faculty: **Oct. 6th, 2006**

5. Name, Phone Number, and e-mail address of principal contact person: James B. Edson, (860) 405-9165, james.edson@uconn.edu

2002 - 146 Proposal to Change the OCEANOGRAPHY Minor

1. Date: 25 September 2006
2. Department requesting this change: **Marine Sciences**
3. Title of Minor: **Oceanography**
4. Nature of Change: **Updating the list of qualifying courses** and **relaxing the restriction** on Coastal Studies majors.

5. Existing catalog Description of the Minor:

Oceanography minor

Students desiring this minor must take at least 15 credits of 200's level courses including fulfilling the Core requirements. Required courses (Group A) are:

A. MARN 260, 270, 275W, 280W

In addition, students must take at least one course from Group B:

B. MARN 220Q, 230, 235, 236, MARN 294/EEB 294.

The minor is offered by the Marine Sciences Department. Coastal Studies majors are not eligible to take this minor.

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

Oceanography minor

This minor focuses on biological, chemical, geological, and physical oceanography. Students pursuing the minor must take at least 15 credits of 200 level courses, including 3 courses from Group A, and 2 additional courses from either group A or B.:

A. MARN 260, 270, 275W, 280W

B. MARN 200, MARN 210-211, 230, 235, 236, 265, 267

Coastal Studies majors may not choose MARN 260. No more than 2 courses may be counted towards both this minor and the student's major.

The minor is offered by the Department of Marine Sciences. More information is available on the internet (www.marinesciences.uconn.edu), by email (marinesciences@uconn.edu), or by phone (860-405-9152).

7. Effective Date Immediately(

Justification

1. Why is a change required? **New courses have been added in Marine Sciences that are appropriate for this major. There is a demand among Coastal Studies majors to minor in Oceanography; currently they are prohibited from doing so.**

2. What is the impact on students? **Students will have more options while completing the Oceanography minor and Coastal Studies majors will be able to pursue the minor. The minor helps prepare students for future graduate study and careers in marine sciences.**

3. What is the impact on regional campuses? **The changes should increase enrolment in 200-level courses offered at Storrs and Avery Point by the Marine Sciences Department. The changes also should increase the options for minors available to Storrs and Avery Point Coastal Studies students.**

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.

Oceanography Minor Audit Sheet (Last revised: Oct 2006)

Instructions to students: When you are preparing your final plan of study, you must obtain department approval that you have satisfied requirements for the Oceanography minor. Obtain a signature on this form from your Marine Sciences advisor or the Coastal Studies Coordinator. Give one copy to your advisor, and include one signed copy when you submit your final plan of study to the Registrar. NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses. 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.

Requirements: Students pursuing the minor must take at least 15 credits of 200 level courses, including 3 courses from Group A and 2 additional course from either group A or B:

A.

MARN 260: _____ (3 cr.) Biological Oceanography
MARN 270: _____ (3 cr.) Descriptive Physical Oceanography
MARN 275W: _____ (3 cr.) Geological Oceanography
MARN 280W: _____ (3 cr.) Marine Biogeochemistry

B.

MARN 200: _____ (3 cr.) The Hydrosphere
MARN 210-211: _____ (7 cr.) The Hydrosphere
MARN 230: _____ (3 cr.) Coastal Circulation and Sediment Transport
MARN 235: _____ (3 cr.) Environmental Fluid Dynamics
MARN 236: _____ (3 cr.) Marine Microbiology
MARN 265: _____ (3 cr.) Molecular Approaches to Biological Oceanography
MARN 267: _____ (3 cr.) Plankton Ecology

No more than 2 courses may be counted towards both this minor and a student's major (the MARN 210-211 combination counts as one overlapping course).

Student Name: _____ Student ID number: _____

Signature: _____ E-mail: _____

I approve the above program for the Minor in Oceanography:

(print name) _____ (title) _____

(signed) _____ (date) _____

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

Department Curriculum Committee: **October 5th, 2006**

Department Faculty: **October 6th, 2006**

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

860-405-9157

michael.whitney@uconn.edu

2002 - 147 Proposal to Change the MARINE BIOLOGY Minor

1. Date: 20 September 2006
2. Department requesting this change: **Marine Sciences**
3. Title of Minor: **Marine Biology**
4. Nature of Change: **update list of courses qualifying for electives (Group B)**

5. Existing catalog Description of the Minor:

Marine Biology

This minor requires at least 15 credits of 200's level course work. Required courses (Group A) are:

A. Core courses: [MARN 260](#), [MARN 294/EEB 294*](#)

In addition, students must take at least three of the following courses from Group B:

B. Electives: [MARN 236](#) or [282](#), [MARN 242](#), [MARN 331](#), [MARN 332](#), [EEB 200](#), [EEB 275](#) or [MARN 241**](#)

* Students who have taken both [MARN 210](#) and [211](#) may substitute these for [MARN 260](#) in Group A.

** Coastal Studies majors may not use their 200's level MARN elective courses to count for both the major and the Group B requirement for the Marine Biology minor.

The minor is offered by the Department of [Marine Sciences](#).

6. Proposed catalog Description of the Minor:

Marine Biology

This minor requires at least 15 credits of 200's level course work. Required courses (Group A) are:

A. Core courses: [MARN 260*](#), [MARN 294/EEB 294](#)

In addition, students must take at least three of the following courses from Group B:

B. Electives: [MARN 236](#) or [282/382](#), [MARN 241**](#), [MARN240](#), [MARN 242](#), [MARN265/365](#), [MARN267/333](#), [MARN 331](#), [MARN 332](#), [MARN293](#), [EEB 200](#), [EEB 275](#)

* Students who have taken both [MARN 210](#) and [211](#) may substitute these for [MARN 260](#) in Group A.

** Coastal Studies majors may not use their 200's level MARN elective courses to count for both the major and the Group B requirement for the Marine Biology minor.

The minor is offered by the [Department of Marine Sciences](#)

7. Effective Date immediately

Justification

1. Why is a change required? New courses have been added in Marine Sciences and existing courses have been re-evaluated for appropriateness
2. What is the impact on students? The students have a broader range of courses from which to choose
3. What is the impact on regional campuses? This should result in a slight increase in the size of some 200 and 300 level courses offered at Avery Point by the Department of Marine Sciences.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).

University of Connecticut , College of Liberal Arts and Sciences

Marine Biology Minor Audit Sheet

(Last revised: Sept 2006)

Instructions to students: When you are preparing your final plan of study, you must obtain department approval that you have satisfied requirements for the Marine Biology minor. Obtain a signature on this form from your Marine Sciences advisor or the Coastal Studies Coordinator. Give one copy to your advisor, and include one signed copy when you submit your final plan of study to the Registrar. NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses. 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.

Requirements: Students wishing to complete this minor must take at least 15 credits of 200 level courses from Marine Sciences.

A. Required Courses:

[MARN 260](#): _____ (3 cr.) Biological Oceanography

[MARN 294](#)

or [EEB 294](#): _____ (3 cr.) Marine Biology

* Students who have taken both [MARN 210](#) and [211](#) may substitute these for [MARN 260](#) in Group A.

B. Elective Courses. At least three of these courses.

[MARN 236**](#): _____ (3 cr.) Marine Microbiology

or [MARN 282](#): _____ (3 cr.) Pollution and Bioremediation

MARN 240: _____ (3 cr.) Marine Mammals
MARN 241: _____ (3 cr.) Marine Invertebrate Biology
MARN 242: _____ (3 cr.) Environmental Physiology
MARN 265/365: _____ (3 cr.) Molecular Approaches
MARN 267/333: _____ (3 cr.) Plankton Ecology
MARN 331: _____ (3 cr.) Marine Phytoplankton
MARN 332: _____ (3 cr.) Marine Zooplankton
MARN 293: _____ (3 cr.) Foreign Study

** Coastal Studies majors may not use their 200's level MARN elective courses to count for both the major and the Group B requirement for the Marine Biology minor.

Student Name: _____ Student ID number: _____

Signature: _____ E-mail: _____

I approve the above program for the Minor in Marine Biology:

(print name) _____ (title) _____

(signed) _____ (date) _____

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

Department Curriculum Committee: Oct. 5th, 2006

Department Faculty: Oct 6th, 2006

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

860-405-9140

pkremer@uconn.edu

2002 - 148 Proposal to Add MARN 298 Special Topics

1. Date of this proposal: 30 May 2006
2. Semester and year 298 will be offered: Spring 2007
3. Department: **Marine Sciences**
4. Title of course: Reef Fishes
5. Number of Credits: 3 credits
6. Instructor: Peter Auster
7. Instructor's position: Associate Research Professor

I am the Science Director of the University's National Undersea Research Center and a member of the Graduate Faculty in the Department of Marine Sciences. My academic interests are focused on the habitat ecology of fishes, with applied studies focused on the ecological effects of fishing and the role of marine reserves as a conservation tool. While much of my work has been in temperate shelf, slope and deep sea environments, an important part of my research has focused on coral reef fish communities. In particular, I have been working with colleagues and students on understanding how habitat variation and behavioral interactions mediate local patterns in diversity of reef fishes as well as how regional patterns of diversity can be used to plan networks of marine protected areas. In total my experience in coral reef fish research encompasses a wide geographic range and includes multiple sites in the Caribbean Sea, as well as the southwestern part of the Gulf of California, the northern Great Barrier Reef, and the waters off Mauritius in the Indian Ocean. I currently have a temporary appointment to develop this elective course for the undergraduate Coastal Studies program.

8. Has this topic been offered before? No
9. If so, how many times? NA

10. Short description:

Coral reefs and their associated communities of fishes are often compared to tropical rainforests in terms of diversity and complexity. This course will provide an introduction to the ecology of reef fish communities and how interactions of reef structure and local oceanography mediate patterns of distribution, abundance and diversity. A one-week field-trip to a field station in the Caribbean (during spring break) will provide an introduction to a diversity of coral reef and associated habitats. Weekly two-hour lectures and readings prior to the field trip will provide background on coral reef systems and reef fish communities. Reading materials will be provided as handouts from a range of textbooks and literature. Daily lectures during the field-trip will take advantage of proximate habitats and the ability to observe firsthand processes that mediate reef fish demographics (e.g., accelerated flows over coral reefs and enhanced delivery of zooplankton prey to planktivorous fishes). Students will also conduct individual or group projects at the field station. Post-trip classes will be used to analyze and interpret data from projects and present results.

This is an "experiential" type course for both Coastal Studies and Maritime Studies students. It will provide firsthand experience in an environment quite different than Long Island Sound and adjacent waters, the natural laboratory for much of our current program. Students will learn and enhance skills related to research design (the process of moving from observation of nature to systematic research) as well as data collection, analysis, visualization, and interpretation. Short writing assignments prior to the field trip will be used to assess understanding of course materials and to assign mid-term grades. Public speaking and presentation skills (i.e., related to project results) will be emphasized at the end of the course. Coastal Studies students can include this course as an elective in their plan of study.

Students will have additional costs to participate in the field portion of the course. I am currently planning on use of the field station on South Water Caye off Belize (one island north of the Smithsonian lab at Carrie Bow Caye). This site provides very basic housing and limited lab facilities but is located on the Mesoamerican Barrier Reef and has immediate access to reef, seagrass and mangrove habitats. This will allow much more "contact" time in the field, and at a lower overall cost, than other labs with either limited boat availability or additional boat costs charged per hour. I have reserved time for the period of spring break and students will need to provide a \$250 deposit by December, after our registration period

for spring 2007. Total land-sea costs will be approximately \$1,200 in addition to airfare. Currently there is a cap of 13 people for the class as there is space for 15 people on the island (including myself and an assistant instructor to aid in-water activities).

11. Please attach a sample/draft syllabus to first-time proposals: see attachment
12. Comments, if comment is called for:
13. Dates approved by (see Note Q):

Department Curriculum Committee: Aug. 28, 2006
Department Faculty: Sept. 1, 2006

14. Name, Phone Number, and e-mail address of principal contact person:
Peter J. Auster 860-405-9121 auster@uconn.edu

Draft Syllabus – Reef Fishes

Peter Auster, Associate Research Professor
Office: 860-405-9121
Email: auster@uconn.edu

Coral reefs and their associated communities of fishes are often compared to tropical rainforests in terms of diversity and complexity. This course will provide an introduction to the ecology of reef fish communities and how interactions of reef structure and local oceanography mediate patterns of distribution, abundance and diversity. A one-week field-trip to a field station in the Caribbean (during spring break) will provide an introduction to a diversity of coral reef and associated habitats as well as a site for individual and group projects.

Prerequisites: BIO 102 or 108.

<u>Week</u>	<u>Topic</u>
1	Introduction to coral reefs, course logistics, reading assignments.
2	Reef fishes: diversity, morphology, feeding guilds
3	Fish and habitat identification
4	Species interactions: predation and facilitation
5	Linkages between habitats
6	Designs for data collection, field methods, statistical approaches for analysis, and interpretation of results focused on distribution and abundance of fishes
7	Designs for data collection, field methods, statistical approaches for analysis, and interpretation of results focused behavioral interactions in fish communities

Spring Break Field Trip (Five lectures on: habitat complexity and fish diversity, life in flow, reef fisheries, marine protected areas, trophic cascades)

8	Sub-groups working on analysis and interpretation of data from field projects (including use of scientific literature to aid interpretation). Short group discussion of progress, analytical approaches, and issues related to uncertainty.
9	Same as class 8
10	Same as class 8
11	Developing scientific presentations
12	Developing scientific presentations
13	Formal presentations of student research
14	Formal presentations of student research

Final Exam

2002 - 149 Proposal to Add MARN 2XX/GEOL 2xx

1. Date: 29 September 2006
2. Department requesting this course: **Marine Sciences and Center for Integrative Geosciences**
3. Semester and year in which course will be first offered: offered as MARN 298
Fall 2006

Final catalog Listing :

MARN 2xx and GEOL 2xx (tentatively 201) Beaches and Coasts
Fall semester (Avery Point). Three credits. Prerequisite MARN 170 or 171 or GEOL 103 or 105 or consent of instructor. Open to sophomores.
Introduction to the processes that form and modify coasts and beaches, including tectonic setting, sediment supply, coastal composition, energy regimes and sea level change. The course will also introduce the tools and techniques utilized in marine geologic mapping and reconstructions of submerged coastal features as well as include field trips to selected coastal features.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
2. Course Number (see Note B):
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:
4. Semester offered (see Note C):
5. Number of Credits (see Note D):
6. Course description (second paragraph of catalog entry -- see Note K):

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):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) This course will add significantly to the curriculum offered to Coastal Studies, Environmental Science, and Geosciences majors as well as Maritime Archaeology minors, and other students who wish to learn more about important physical features and processes of the coastal zone.
2. Academic Merit (see Note L): This course is offered with a minimum number of pre-requisites to make it accessible to students who are not majors in the natural sciences,
3. Overlapping Courses (see Note M): minor overlap with MARN170 (Intro Oceanography), MARN 211 (Coastal Science II), MARN 230 (Coastal Circulation and Sediment Transport), GEOL 103/105 (Earth and Life Through Time) and GEOL 240 (Sedimentation and Stratigraphy)
4. Number of Students Expected: 10-15 per year
5. Number and Size of Section: one
6. Effects on Other Departments (see Note N): This course will complement offerings of Geosciences and Marine Sciences faculty with minimum overlap. It should help to stimulate student interest in additional courses offered in these subjects.
It will serve as good preparation for MARN 230 (Circulation and Sediment Transport)

7. Effects on Regional Campuses: As this course will be offered at Avery Point, resources to pay the instructor will need to come from the regional campus. This course will provide important content for students with a minor in Maritime Archaeology (offered through Maritime Studies housed at Avery Point) as well as Coastal Studies students based at Avery Point, and Environmental Science and Geoscience sophomores.

8. Staffing (see Note P): Ralph Lewis is the State Geologist Emeritus of Connecticut. Prior to his retirement, he supervised the State Geological and Natural History Survey, and was a member of the Ocean Studies Board of the National Academies. He is currently a member of the Connecticut Academy of Science and Engineering and is a Certified Professional Geologist with thirty years of professional experience. His research interests have centered on the geologic framework and Quaternary history of Long Island Sound. He has authored or co-authored over one hundred papers, reports and abstracts on these subjects. Most recently, he co-authored "The Quaternary Geologic Map of Connecticut and Long Island Sound Basin" (U.S.G.S. Scientific Investigations Map 2784) which presents a seamless interpretation of the terrestrial and offshore geology of an entire state for the first time.

9. Dates approved by (see Note Q):

Department Curriculum Committee: October 5, 2006

Department Faculty: October 6, 2006 (MARN)

October 11, 2006 (GEOL)

[And see attached]

10. Name, Phone Number, and e-mail address of principal contact person: Dr. James O'Donnell, Chair MARN C&C Tel : 860-405-9171; email: James.odonnell@uconn.edu

Dr. Patricia Kremer, Coastal Studies Co-ordinator. Department of Marine Sciences. Tel:860-405-9140; email pkremer@uconn.edu

Dr. Jean Crespi, Geosciences Tel:486-0601 email: jeancrespi@earthlink.net

University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses

Proposal to Cross List MARN 2xx & GEOL 2xx

1. Date: 17 October 2006

2. Department initiating this proposal: Center for Integrative Geosciences

3. Current Catalog Copy/Copies: This is a new course (see #4).

4. Proposed Catalog Copy/Copies:

MARN 2xx and GEOL 2xx (tentatively 201) Beaches and Coasts

Fall semester (Avery Point). Three credits. Prerequisite MARN 170 or 171 or GEOL 103 or 105 or consent of instructor. Open to sophomores.

Introduction to the processes that form and modify coasts and beaches, including tectonic setting, sediment supply, coastal composition, energy regimes and sea level change. The course will also introduce the tools and techniques utilized in marine geologic mapping and reconstructions of submerged coastal features as well as include field trips to selected coastal features.

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

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

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

Justification

1. Reasons for adding this course if it is a new course: This course will add significantly to the curriculum offered to Coastal Studies, Environmental Science, and Geosciences majors as well as Maritime Archaeology minors, and other students who wish to learn more about important physical features and processes of the coastal zone.

2. Reasons for cross listing this course: The content of this course is fundamentally geological in nature, yet there is broad overlap with marine sciences. The course material will contribute substantively to the education of students involved in majors in a variety of programs, as noted in the proposal to add a new course. Cross-listing will better represent the content of the course to students, and make it attractive to a larger audience of students.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? X___ Yes ___ No
E.g. for AASI/SOCI 221 "Sociological Perspectives on Asian American Women", the title of the course clearly indicates that the course will cover topics within the subject fields of Sociology and Asian American Studies. If this is not evident, please explain why the cross listing is appropriate.

4. Other Departments Consulted (see Note N): Marine Sciences.

5. Effects on Regional Campuses: As this course will be offered at Avery Point, resources to pay the instructor will need to come from the regional campus. This course will provide important content for students with a minor in Maritime Archaeology (offered through Maritime Studies housed at Avery Point) as well as Coastal Studies students based at Avery Point, and Environmental Science and Geoscience sophomores.

6. Staffing: Ralph Lewis is the State Geologist Emeritus of Connecticut. Prior to his retirement, he supervised the State Geological and Natural History Survey, and was a member of the Ocean Studies Board of the National Academies. He is currently a member of the Connecticut Academy of Science and Engineering and is a Certified Professional Geologist with thirty years of professional experience. His research interests have centered on the geologic framework and Quaternary history of Long Island Sound. He has authored or co-authored over one hundred papers, reports and abstracts on these subjects. Most recently, he co-authored "The Quaternary Geologic Map of Connecticut and Long Island Sound Basin" (U.S.G.S. Scientific Investigations Map 2784) which presents a seamless interpretation of the terrestrial and offshore geology of an entire state for the first time.

Approvals

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

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

Department of Marine Sciences

Center for Integrative Geosciences

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

Department or Program Curriculum Committee: October 16, 2006

Department or Program Faculty: October 17, 2006

Department or Program Head: October 17, 2006

(Duplicate above, as needed)

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

Jean Crespi

486-0601

jeancrespi@earthlink.net

2002 - 150 Proposal to Add MARN 293

1. Date: 25 September 2006
2. Department requesting this course: Marine Sciences
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing

MARN 293. Foreign Study

Either semester. Credits and hours by arrangement. May be repeated for credit. Consent of Department Head required prior to the student's departure for foreign site.
Special topics in Marine Sciences taken in a foreign study program.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): MARN
2. Course Number (see [Note B](#)): 293 available for use? X Yes ___ No
3. Course Title: **Foreign Study**
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Variable
6. Course description (second paragraph of catalog entry -- see [Note K](#)): Special topics in Marine Sciences taken in a foreign study 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](#)):
10. Consent of Instructor, if applicable (see [Note T](#)) **Consent of Department Head required prior to the student's departure for foreign site.**
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](#)):
16. S/U grading (see [Note W](#)):

Justification

1. Reasons for adding this course: **Coastal Studies students take excellent classes at other universities for which there is no comparable course at UConn. The addition of this courses will facilitate giving the students academic credit for taking these courses. Many other departments have similar courses with the 293 number.**
2. Academic Merit (see [Note L](#)): **Students can enrich their education by taking courses at other institutions.**
3. Overlapping Courses (see [Note M](#)): none
4. Number of Students Expected: fewer than 5 per year
5. Number and Size of Section: n/a
6. Effects on Other Departments (see [Note N](#)): none
7. Effects on Regional Campuses: none
8. Staffing (see [Note P](#)): staffing only by advisor
9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: **Oct. 5th, 2006**
Department Faculty: **Oct 6th, 2006**
10. Name, Phone Number, and e-mail address of principal contact person: Patricia Kremer
Department of Marine Sciences 860-405-9140 pkremer@uconn.edu

2006 - 151 Proposal to Add ENGL 1XX

1. Date: 10/09/2006
2. Department requesting this course: **English (ENGL)**
3. Semester and year in which course will be first offered: **Spring 2008**

Final catalog Listing (see Note A):

ENGL 1XXW. Writing through Research.

Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250.

Instruction in academic writing and the procedures of academic research. Course includes development of a large-scale research project that matches student interests to ongoing university research.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 1XXW
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: Writing through Research
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K): Instruction in academic writing and the procedures of academic research. Course includes development of a large-scale research project that matches student interests to ongoing university research.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 110 or 111 or 250
9. Recommended Preparation, if applicable (see Note G): n/a
10. Consent of Instructor, if applicable (see Note T) n/a
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): n/a

Justification

1. Reasons for adding this course: (see Note L) Many (and perhaps most) writing programs at research universities have a course that uses an academic research project to bridge the gap between the work of freshman-level introductory writing courses and the more advanced disciplinary work of a student's upper-level courses. This proposed ENGL 1XXW course not only addresses the absence of such a course at UConn but also provides a version of this course that is informed by emerging research on the problems and possibilities of academic writing.

2. Academic Merit (see Note L): The goal of this course is for students to pursue a sustained writing and research project that is both independent and intellectually rich, and to accomplish this work in the context and community of other writers with similar objectives. The course will take students from proposal and drafting stages to completion and presentation, with specific focus on library and web research and the use of university resources and disciplinary knowledge.

Students will write two early, short papers built out of sources provided to all members of the class and one large researched essay constructed in dialogue with sources discovered by the student. All papers will have at least one revised draft, and the final essay will include bibliographical work and some self-reflexive commentary on the writing and research process.

Several class periods will be dedicated to library research and the discovery of scholarly (and, where appropriate, popular) sources. But students will not only learn how the library works; they will learn how the university works. They will be introduced to the concepts, goals, and methods of research and look at

the questions of who does research and why they do it. It is as useful, for example, to consider what an academic journal is as where it is. A central component of critical thinking is the representing and using of others' ideas and language in the service of one's own projects, and everything about this course is designed to foster this improvisatory back-and-forth, especially the focus put on how ideas frame our perception of the subjects we investigate.

The research projects could address topics relating to arts and entertainment, psychology, business, cultural studies, technology, biology, the environment, and more. The key is not so much the content as the activity of connecting one's developing expertise in a subject with the ongoing scholarly conversations about such topics. The work begins in interdisciplinary exploration and culminates in a student's identification with and use of particular disciplinary lenses.

3. Overlapping Courses (see Note M): No

4. Number of Students Expected: 19 (enrollment cap for W courses)

5. Number and Size of Section: Initially just one section

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

7. Effects on Regional Campuses: No additional resources are required. The new course will serve as an alternative to ENGL 127W, the most common path for regional campus students who seek a W course in their first or second years. (Hartford campus runs about six ENGL 127W sections each semester, for example.) ENGL 127W is often billed as an appropriate course for students who have just finished ENGL 110 or 111 (the Freshman English requirement), but, just as often, these students have no real interest in more traditional literary analysis (the examination of the "major works" of that course's title). In addition, the 127W instructors are often better trained as literary specialists than as teachers of writing. This new course, ENGL 1XXW, more squarely addresses student writing and offers students an opportunity to extend and develop the work of Freshman English, only now with a greater emphasis on independent research. The only shift in faculty would come with greater reliance on adjunct faculty with experience teaching writing courses such as ENGL 110 and 111.

8. Staffing (see Note P): This course requires some oversight from a faculty member with writing program responsibilities. I expect to teach the course myself initially and then make it available to approved adjunct instructors who will work directly with me. For this reason, the course can be offered only at the Hartford campus initially. Once established, however, it should be capable of export to the other campuses, including Storrs. (At Storrs, experienced graduate students would be likely candidates for instructors.)

9. Dates approved by (see Note Q):

Department Curriculum Committee: ???

Department Faculty: ???

10. Name, Phone Number, and e-mail address of principal contact person: Proposal author: Scott Campbell, (860) 570-9275, scott.campbell@uconn.edu

Departmental C & C contact: Harris Fairbanks, (860) 486-2376, albert.fairbanks@uconn.edu

2006 - 152 Proposal to Add MCB 2XX

- 1 Date: Oct. 3, 2006
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing (see Note A):

MCB 2XX (MCB3989). Introduction to Research

Either semester. Credits and hours by arrangement. Open with consent of instructor. May be repeated for credit with change in topic.

Laboratory research project carried on by the student under the guidance of a faculty member. The student is required to submit a brief report on the research findings at the end of the semester.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): MCB
2. Course Number (see Note B): 2XX (MCB3989)
3. Course Title: Introduction to Research
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K):
Writing of a thesis based upon the student's independent laboratory research project.

Optional Items

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): Open with consent of instructor.
12. Repetition for credit, if applicable (see Note I): May be repeated for credit with change in topic.
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): None

Justification

1. Reasons for adding this course: (see Note L)
 - a. We want to continue to provide a non-honors course for students to conduct independent research.
 - b. The title of the course currently used for this purpose, MCB299 Independent Study (later MCB3899), does not reflect the true nature of the course. The newly designated XX89 courses ("Introduction to Research") provide a more appropriate title for this course.
 - c. The proposed description is a more accurate description of the course than is currently used.
2. Academic Merit (see Note L): This course will allow us to continue to fulfill the growing desire of undergraduates to partake in laboratory research projects. This experience is very different than the laboratory exercises performed in multi-student courses.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: Fewer than five per professor per semester
5. Number and Size of Section: One section for each faculty member with no specified limit to enrollment
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Each faculty member will supervise students in their own laboratory.
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: October 3, 2006
 - Department Faculty: October 13, 2006
10. Name, Phone Number, and e-mail address of principal contact person:
Kenneth Noll; kenneth.noll@uconn.edu; 486-4688

2006 - 153 Proposal to Add & Cross-List MCB 1XX with CSE 1XX

Notes: (1) The proposal to cross list an existing course in another department or program is normally initiated by the department or program that already offers this existing course to be cross listed. In cases where the department or program offering the course is outside of CLAS, it is then appropriate for one of the departments or programs within CLAS to initiate the proposal. It is also possible to add a new course and have this new course immediately be cross listed in another department or program.

(2) CLAS policy (adopted March 15, 2005) is that the title or course description of cross-listed courses should support the decision to cross list. E.g. AASI/SOCI 221 "Sociological Perspectives on Asian American Women": the title of the course clearly indicates that the course will cover topics within the subject fields of Sociology and Asian American Studies.

1. Date: October 9, 2006
2. Department initiating this proposal: **Molecular and Cell Biology**
3. Current Catalog Copy/Copies: Not currently offered

4. Proposed Catalog Copy/Copies:

MCB 1XX (MCB1401) Honors Core: Computational Molecular Biology (Also offered as CSE 1XX)
Either semester. Three credits. *Mandoiu, Nelson*

Introduction to research in computational biology through lectures, computer lab exercises, and mentored research projects. Topics include gene and genome structure, gene regulation, mechanisms of inheritance, biological databases, sequence alignment, motif finding, human genetics, forensic genetics, stem cell development, comparative genomics, early evolution, and modeling complex systems.

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

Justification

1. **Reasons for adding this course if it is a new course:** This course fills a void in the early introduction of students to research in computational biology. See attached course proposal for a complete description.

Course Justification:

In the post-genomic era, progress in biomedical sciences is becoming increasingly reliant on statistical and computational methods, and requires training of a new generation of physicians, scientists, and engineers capable of working effectively across disciplinary lines. However, very few students are conversant in both the computational and biological sciences. Despite numerous calls for developing truly interdisciplinary training programs [1-5], virtually all undergraduate training occurs within discipline-based departments at all US universities, and UConn is no exception. Existing courses in bioinformatics/computational biology in UConn's Schools of Engineering and Arts and Sciences are taught exclusively by faculty in one school or the other, and as a result approach the topic from the home school's area of strength, computation in Engineering, and biology in Arts and Sciences. For better or worse these courses also cater to the pre-existing strengths of the students likely to enroll in those classes and are typically designed for the advanced undergraduate and graduate students.

The proposed course is designed to bridge this gap, bringing computational and biological sophistication to the same classroom and introducing this field to undergraduate students early in their formal education. Our goal is not to develop an introductory course in bioinformatics as a support discipline, which is the common, yet narrow perception of the field today. Rather, our main goal is to emphasize the increasingly critical role of computational and statistical methods in addressing the inherent complexity of biological systems and in answering fundamental biological and medical questions. It is our hope that increased awareness about this paradigm shift taking place in biomedical sciences will entice more of the talented honors students into double majors or complementary minors and ultimately into successful careers at the interface between biology and computing.

A second major goal of this course is to give undergraduate honors students the opportunity to participate into meaningful research projects early in their education. Our experience has been that a sizable number of undergraduate students who are exposed to research choose to pursue graduate studies. Due to their

early research experience, such students are more likely to succeed in graduate school and to become future leaders in their fields. To provide a large variety of projects and expert mentoring of student research teams we will enlist the help of other faculty conducting computational biology research on the Storrs campus. We hope that these interactions will provide valuable contacts between research faculty and students seeking undergraduate research experiences for achieving their career goals, in almost the same way the laboratory rotations allow optimal fitting between graduate students and their thesis labs.

Honors students participating in the course will learn core biology, computer science, and statistics concepts and technical skills and will be exposed to some of the current developments in the field of computational biology, while also getting the opportunity to apply this knowledge in solving real life problems. The course will offer unique opportunities for interdisciplinary research and will provide effective training in group dynamics and teamwork. Close interaction with faculty mentors will help students make more informed career choices. Finally, direct interaction with top researchers will give the students an opportunity for a life-long network and give them the impetus to strive towards higher academic and professional goals.

Pedagogical Methods to be used in the course:

Three primary pedagogical methods will be used in this course: (1) intensive traditional lectures providing a core background in biology, computer science, and statistics to all students, (2) case studies in computational biology, and (3) mentored research projects. The first two-thirds of the course are designed as traditional, but intensive, lectures on the fundamental biology, computer science, and statistics concepts required to understand contemporary advances in computational biomedical sciences. These lectures will be complemented by regular case studies chosen to demonstrate real world applications of the didactic material presented in lecture that week.

This initial period of team taught, focused lectures and case studies will be followed by a period of a mentored team research projects. An initial orientation to possible projects will help the students identify and choose a project mentored by the primary instructors, or other faculty involved with the course. The instructors will then assemble pairs of students with complementary skills and guide them through execution of the research project. As part of project execution, student teams will meet at least weekly with faculty mentors and get introduced to their laboratories. They will be required to read and present scientific papers providing background on the research topic. Class meeting times for the remainder of the semester will consist of whole class critique sessions not unlike those used in the architecture and the fine arts. Student teams will present their plans and progress to the class and the primary faculty. Feedback from the faculty and their peers will help the students refine their project and overcome obstacles in the research process. Research projects will culminate in a final written report and oral presentation to the class. Projects will emphasize teamwork and interdisciplinarity, and will stimulate student development by requiring library use, writing and presentation skills.

Prerequisites:

We intentionally plan to design the course without prerequisites in an attempt to unite two groups of students with traditionally different areas of prior expertise (life science students and engineering/exact science students).

2. Reasons for cross listing this course: This course is explicitly interdisciplinary, drawing from both computer science and biology. See attached course proposal for a complete description.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? XXX Yes ___ No

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

4. Other Departments Consulted (see Note N): CSE, EEB

5. Effects on Regional Campuses: None

6. Staffing: Craig Nelson (MCB), Ion Mandoiu (CSE)

Approvals

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

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

MCB and CSE

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

Department Curriculum Committee: October 3, 2006

Department Faculty: October 13, 2006

Department or Program Head: October 13, 2006

(Duplicate above, as needed)

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

Craig E. Nelson, Ph.D.

Assistant Professor

Molecular and Cell Biology

craig.nelson@uconn.edu

Ph: 860-486-5617

Ion I. Mandoiu, Ph.D.

Assistant Professor

Computer Science & Engineering

ion.mandoiu@uconn.edu

Ph: 860-486-3784

2006 - 154 Proposal to offer MCB 298 "Special Topics" Course

1. Date of this proposal: Oct. 2, 2006
2. Semester and year 298 will be offered: Spring 2007
3. Department: **Molecular and Cell Biology**

4. Title of course: **Structure and Dynamics of Cellular Machines**

5. Number of Credits: 3
6. Instructor: Victoria Robinson
7. Instructor's position: Assistant Professor, MCB
8. Has this topic been offered before? No
9. If so, how many times? (maximum = 3)

10. Short description:

Prerequisite: MCB 203 or 204. This course will explore the biochemical and biophysical characteristics of small and large macromolecular assemblies including ribosomes, polymerases, ATPases, secretory system complexes, flagella and membrane protein assemblies. In addition to lectures, a short series of interactive conceptual and structure based computational laboratories are planned to enable students to visualize how structural rearrangements in components of these macromolecular machines are used to regulate biological function.

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

12. Comments, if comment is called for:

This course has been designed to explore macromolecular complexes starting at the atomic level and proceeding to the cellular level. Therefore a foundation in protein structure and a basic knowledge of cellular processes is required. Such a foundation can be obtained in the courses MCB203, "Introduction to Biochemistry", MCB 204 "Biochemistry" and/or MCB208/313, "Structure & Function of Biological Macromolecules". There is no good general text for this subject, but the recommended text is "Protein Structure and Function" by Gregory Petsko and Dagmar Ringe (ISBN #0878936637) to serve as a good basic background resource for students. In all other instances, reviews and primary scientific literature will be required reading.

13. Dates approved by (see Note Q):

Department Curriculum Committee: October 3, 2006

Department Faculty: October 13, 2006

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

Victoria Robinson, 486-4353, victoria.robinson@uconn.edu

Sample Draft of Syllabus

- Jan. 17 Review of Protein Structure
- Jan. 22 General principles of Protein-protein Interactions
Jan. 24 General principles of Protein-protein Interactions (con't)
- Jan. 29 Techniques Used for Studying Macromolecular Complexes
Jan. 31 Visualizing Protein Structures with CN3D (computer lab)
- Feb. 5 RNA Polymerase Complex
Feb. 7 Ribosome: What is it made of and how is it put together ?
- Feb. 12 Ribosome: How does it function ?
Feb. 14 Sec Pathway: Once proteins are made, how are they folded ?
- Feb. 19 Computer Lab
Feb. 21 EXAM I
- Feb. 26 Filamentous Assemblies: Bacterial Pili
Feb. 28 Filamentous Assemblies: Bacterial Flagella

Mar. 4-10 Spring Recess

Mar. 12 Filamentous Assemblies: Tubulin as an Example of Microtubules

Mar. 14 Computer Lab

Mar. 19 Transport Assemblies: Aquaporins

Mar. 21 Transport Assemblies: Ion Transport Channels

Mar. 26 Transport Assemblies: Nuclear Pore Complex

Mar. 28 Computer Lab

Apr. 2 EXAM II

Apr. 4 Energy Machines: F1F0 ATPase Synthase

Apr. 9 Proteosome and protein degradation

Apr. 11 Virus Particles: Components and assembly of those components

Apr. 16 Virus Particles: Assemblies involved in the Infection Process

Apr. 18 What does the future hold ?

Apr. 23 Computer Lab

Apr. 25 Review

2006 - 155 Proposal to Add MCB 1YY

1. Date: October 3, 2006
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered: Second semester, 2008

Final catalog Listing (see [Note A](#)):

MCB1YY (MCB1400) Honors Core: The Genetics Revolution in Postmodern Culture. Second Semester. Three credits. Open only to freshmen and sophomores in the Honors Program. *R. O'Neill, M. O'Neill.*

Explores the use of genetics concepts in popular culture. Topics include genetic analysis, genetic engineering, cloning and DNA forensics in the context of how they are used in various forms of media including news, film, literature and art. Discussion includes influence on society, attitudes towards science, domestic and foreign policy as well as medical practice and law.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): MCB
2. Course Number (see [Note B](#)): 1XXX (MCB1400)
3. Course Title: Honors Core: The Genetics Revolution in the Post-Modern World
4. Semester offered (see [Note C](#)): Second semester
5. Number of Credits (see [Note D](#)): 3 credits
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Explores the use of genetics concepts in popular culture. Topics include genetic analysis, genetic engineering, cloning and DNA forensics in the context of how they are used in various forms of media including news, film, literature and art. Discussion includes influence on society, attitudes towards science, domestic and foreign policy as well as medical practice and law.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): Two class periods and one discussion period.
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](#)): Open only to freshmen and sophomores in the Honors Program.
11. Exclusions, if applicable (see [Note H](#)): NA
12. Repetition for credit, if applicable (see [Note I](#)): NA
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): R. O'Neill and M. O'Neill
14. Open to Sophomores (see [Note U](#)): See above
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): NA

Justification

1. Reasons for adding this course: (see [Note L](#)): Introduce a Gen Ed 100's level course in Group Three: Science and Technology that will be incorporated into the Honors Core Curriculum. This satisfies the proposal guidelines for the 2006 Honors Interdisciplinary Course Development Grant Competition.
2. Academic Merit (see [Note L](#)):

Paradigm shifts in the sciences often have immediate repercussions in society and culture. Relativity and quantum mechanics ushered in the nuclear age and irrevocably altered, and still alters, the geo-political landscape. While fragments or "knowledge bytes" of a scientific revolution sometimes filter into culture—Einstein's iconic formula, $E=mc^2$, for example—the lay public is not usually compelled to assimilate a working knowledge of the new science. The genetics revolution has changed that. Obtaining an appropriate health care regimen may require that a patient know the complex inheritance of a multigenic disease; trial by jury may require jurors to understand population genetics at the level of a graduate student in the field. The knowledge that has filtered into culture from the genomics revolution informs, for better or worse, debates at the core of modern society. Traditionally, science courses are

geared to those students who will pursue an undergraduate career in a science discipline. Advances in genetic analyses and technologies, and more importantly the impact of such advances on policy, medicine and healthcare, have created a dilemma for instructors of undergraduate science courses: attracting and educating students, of all disciplines, in genetics.

Various media forms used in popular culture profoundly influence our view of society and modern science. For example, advances in genetic engineering formed the backdrop of Michael Crichton's bestselling book, and eventual blockbuster film, *Jurassic Park*. Unfortunately, the lay public often has difficulty separating fact from fiction; soon after the release of this film, fears that scientists would really develop new dinosaur breeds became the fodder of many news clips and talk shows. Nevertheless, movies, books and art that embrace science can provide educators with the case-studies from which to develop a genetic curriculum for the student who is likely *not* to pursue a career in science.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 64

5. Number and Size of Section: 4 sections of 16 each

6. Effects on Other Departments (see Note N): Honors Program will be affected by the addition of this course to their core curriculum. Lynne Goodstein, Director, has been consulted on this course.

7. Effects on Regional Campuses: none

8. Staffing (see Note P): R. O'Neill and M. O'Neill

9. Dates approved by (see Note Q):

Department Curriculum Committee: October 3, 2006

Department Faculty: October 13, 2006

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

Rachel O'Neill, 486-6031, rachel.oneill@uconn.edu

Supplement: GEOC required items (see geoc.uconn.edu for online form).

II. Specific Line Instructions (not covered above):

F. Content Area: Group Three, science and technology

N. Role and Supervision of Graduate Students: The TA will be responsible for grading, offering help sessions, movie viewing times external to class time and facilitating discussion during "break out" discussion sections.

R. Resources and Teaching Loads: This course will be offered with staff and TA support (supplemented by the Honors Program) currently available. This will not replace an existing class.

III. Course Justification: Guidelines and Criteria:

Course Information

a. Course Goals: This course will introduce students to genetics and genetic technologies. Various forms of popular culture, including news clips, movies, books and art will be used to provide a framework for the syllabus and will introduce students to various genetics and technology topics. A textbook will be used for the scientific material, which will be discussed in the context of the interpretation of science in modern society. The students will learn the scientific principles of genetics and genetic technology as well as the impact these topics have had on our culture, attitudes towards science, domestic and foreign policy as well as medical practice and law.

b. Course requirements: Three exams will be offered in essay format and will constitute 50% of the final grade. Participation in discussion groups will constitute 30% of the final grade. Discussion in these groups will be facilitated by teams of students each week who will prepare discussion topics based on class material and guest lectures. The final 20% of the grade will be a journal that each student will keep over the course of the class. This will highlight their perceptions of the topics and media presentations over the time-line of the course, with a final assessment of changes in personal attitude based on course components.

c. Major themes, topics etc:

Topics covered will be supplemented with lectures and a required scientific text. The inclusion of several guest lecturers from different departments at UCONN will be sought to facilitate the blending of real-world examples of scientific discovery with the interpretation of these discoveries in popular culture and their incorporation into societal attitudes.

Examples of film, fiction and non-fiction literature and the corresponding genetics and cultural curriculum to be developed for this course are included below. We will likely select a short-list of movies, one fiction and one non-fiction piece for inclusion in the course. A final syllabus will not be drafted in Fall 2007 to allow incorporation of new themes, films, clips etc into this course. Each topic is listed by form of media; genetics curriculum; cultural curriculum. Guest lecturers from appropriate fields will be elicited to supplement the curriculum of this class through active participation in panel discussion groups.

Film:

GATTACA; Genetic engineering, DNA typing and profiling; Legal implications, ethics of eugenics, social implications of genetic technology, use of science fiction in postmodern film, efficacy of genetic determinism.
Boys from Brazil, The Island; Cloning by nuclear transfer; Ethics of cloning, egg donation, "nature vs nurture", therapeutic cloning policy and societal impact.
Bladerunner, Lilo and Stitch; Genetic engineering and embryonic stem cell manipulation; Start of "life", legal rights of embryos, genetic manipulation, science fiction in children's films.
Corn; Transgenic plants; "Frakenfoods", environmental and health risks, policy and land management.

Literature:

Darwin's Radio, G. Bear; Landscape of the human genome, structure and function of genes, DNA and "junk DNA", viral evolution; Impact of viral evolution on society, epidemiology of pandemics, globalization of health care management.
Intuition, A. Goodman; Research society and education; Pressures posed by grant-driven research, psychological impact of "publish or perish".

Non fiction works (excerpts):

Genes in Conflict: The Biology of Selfish Elements, Burt and Trivers; Mechanisms and consequences for genomes of the action of mobile DNA; Evolution and cognition.
Natural Selection and Social Theory: Selected Papers of Robert Trivers; The influence of intragenomic conflict on the expression of genes; behavioral evolution and sociobiology, the structure of human families and societies.
Evolution in Four Dimensions: Genetic, Epigenetic, Behavioral, and Symbolic Variation in the History of Life, E. Jablonka; Epigenetic inheritance and the assembly and propagation of chromatin structures; philosophical issues in biology and psychology.

Art:

Several exhibitions using DNA and genetic engineering as a central theme in mixed media presentations (photographs, oils, sculptures and mixed media) have been presented in a variety of venues. Selections of these "DNA Art" pieces will also be included in the curriculum to elicit dialog on the aesthetic influences that genetics has on our view of society and culture.

Goals of General Education

"The purpose of general education is to ensure that all University of Connecticut undergraduate students:

1. Become articulate;
2. Acquire intellectual breadth and versatility;
3. Acquire critical judgement;
4. Acquire moral sensitivity;
5. Acquire awareness of their era and society;
6. Acquire consciousness of the diversity of human culture and experience; and
7. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge."

Goals met by this course include:

1. Become articulate: Students will be required to facilitate dialog in discussion groups in a panel format. This will require preparation and presentation of the topic to be discussed as well as skills in mediation.
2. Acquire intellectual breadth and versatility: Students will be introduced and examined on topics in genetics as well as policy, law, culture and influences on public perception and attitudes.
3. Acquire critical judgment: The journal prepared by each student will present a critical assessment of the topics, both scientific and cultural, over the course of the class. This will be an evolving document that should culminate in a synthesis on how scientific problems and solutions are presented and interpreted in modern society.
4. Acquire moral sensitivity: Ethical topics will be covered in class from the scientists perspective, including stem cell research, cloning and prenatal testing.
5. Acquire awareness of their era and society: This will be covered through the scientific material (i.e. the research as it stands today) and through the cultural material (how society interprets this information and how such information can be used to market a product, i.e. movies).

Specific Criteria for Content Area

"Courses appropriate for Group III- Science and Technology - must acquaint students with scientific thought, observation, experimentation, and formal hypothesis testing, and enable students to consider the impact that developments in science and technology have on the nature and quality of life. Courses in this group should meet the following criteria:

1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods;
2. Promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge;
3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions; and
4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society.

For each of the four criteria listed above, please provide a brief statement (two to three sentences for each criterion) explaining how the proposed course will meet that criterion. While all four criteria should be addressed, only two or three need to be satisfied in depth."

1. This course will cover a broad range of genetics and genetic technology topics, supported by a required textbook. The cultural objects incorporate real or imagined applications and theory of genetic science. The relationship of these applications and theories to the current state of the field will be explored.
2. The concepts of genetic science presented in the cultural objects will be deconstructed in terms of the central tenets of scientific inquiry to discern the objectives of the authors as well as to critique the authors' own understanding of scientific method.
3. By incorporating modern genetic and technological advances into the material offered in this course, students will understand the current state of this technology and its limitations and potentialities.
4. By critically examining the integration of genetic science in post-modern culture it is hoped that students, whether pursuing science degrees or not, will develop the critical faculties to understand the uses and misuses of genetic science.

2006 - 156 Proposal to Add MCB 2YYW

1. Date: Oct. 3, 2006
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing (see Note A):

2YYW (MCB3996W). Research Thesis in Molecular and Cell Biology

Either semester. Three credits. Hours by arrangement.

Prerequisite: At least three credits of MCB 299 (MCB3989 or MCB4989), which may be taken concurrently. Prerequisite: ENGL 105 or 110 or 111 or 250. Open with consent of instructor.

Writing of a thesis based upon the student's independent laboratory research project.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): MCB
2. Course Number (see Note B): 2XX (MCB3996W)
3. Course Title: Research Thesis in Molecular and Cell Biology
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K):
Writing of a thesis based upon the student's independent laboratory research project.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Hours by arrangement
8. Prerequisites, if applicable (see Note F): ENGL 105 or 110 or 111 or 250
9. Recommended Preparation, if applicable (see Note G): None
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H): At least three credits of MCB 299 (MCB3989 or MCB4989), which may be taken concurrently and open with consent of instructor.
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): No
15. Skill Codes "W", "Q", or "C" (see Note T): W

Justification

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

We want to provide a non-honors course for students who conduct independent research so they can get writing credit for writing an extended report about their research project and the area of science it involves. We sought to simplify the registration process for honors students to get honors credit for writing their thesis, but, in so doing, we need to provide a comparable course for non-honors students.

2. Academic Merit (see Note L): This course will allow us to continue to fulfill the growing desire of undergraduates to partake in laboratory research projects. This experience is very different than the laboratory exercises performed in multi-student courses. An essential component of laboratory research is communicating one's findings and putting those findings into the context of its field of science. A thesis offers a good forum for students to learn this important communication skill.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: Fewer than five per professor per semester

5. Number and Size of Section: Up to 19 as required by the GEOC guidelines

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Each faculty member will supervise students in their own laboratory and will guide the writing of the thesis.

9. Dates approved by Department Curriculum Committee: October 3, 2006

Department Faculty: October 13, 2006

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

Kenneth Noll; kenneth.noll@uconn.edu; 486-4688

2006 - Proposal to Add MCB 2ZZ

1. Date: Oct. 3, 2006
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing (see [Note A](#)):

MCB 2XX (MCB4989). Introduction to Honors Research

Either semester. Credits and hours by arrangement. Open to honors students with consent of instructor.

May be repeated for credit with change in topic.

Laboratory research project carried on by the student under the guidance of a faculty member. The student is required to submit a brief report on the research findings at the end of the semester.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): MCB
2. Course Number (see [Note B](#)): 2XX (MCB4989)
3. Course Title: Introduction to Honors Research
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Three credits
6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Writing of a thesis based upon the student's independent laboratory research project.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): Hours by arrangement
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](#)): Open to honors students with consent of instructor.
12. Repetition for credit, if applicable (see [Note I](#)): May be repeated for credit with change in topic.
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):
14. Open to Sophomores (see [Note U](#)): No
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): None

Justification

1. Reasons for adding this course: (see [Note L](#))
 - a. We want to continue to provide an honors course for students to conduct independent research and to allow honors students to get honors credit for their research without filling out honors conversion forms each semester.
 - b. The inclusion of "Honors" in the course's title will also mark the special nature of the course in their transcript.
 - c. We now use MCB299 (later MCB3899) for both honors and non-honors research and its description as "Independent Study" does not reflect the true nature of the course. The newly designated XX89 courses ("Introduction to Research") provide a more appropriate title for such courses.
 - d. The proposed description is a more accurate description of the course than is currently used.
2. Academic Merit (see [Note L](#)): This course will allow us to continue to fulfill the growing need to provide honors students with a research course for completion of their required research experience.
3. Overlapping Courses (see [Note M](#)): None
4. Number of Students Expected: Fewer than five per professor per semester
5. Number and Size of Section: One section for each faculty member with no specified limit to enrollment
6. Effects on Other Departments (see [Note N](#)): None
7. Effects on Regional Campuses: None
8. Staffing (see [Note P](#)): Each faculty member will supervise students in their own laboratory.
9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: October 3, 2006
Department Faculty: October 13, 2006

10. Name, Phone Number, and e-mail address of principal contact person:
Kenneth Noll; kenneth.noll@uconn.edu; 486-4688

2006 - 158 Proposal to Add MCB 376

1. Date: Oct. 2, 2006
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing

MCB376 (later MCB5076) Biomolecular NMR Spectroscopy.
2 credits. Lecture.

Advanced treatment of NMR spectroscopy as applied to problems in structural biology, particularly protein structure and dynamics. Recommended preparation: courses in biochemistry, organic chemistry, and physical chemistry. Open to undergraduate students with consent of instructor.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): MCB
2. Course Number (see [Note B](#)): 376 (later 5076)
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Biomolecular NMR Spectroscopy
4. Course description, if appropriate (see [Note K](#)):
Advanced treatment of NMR spectroscopy as applied to problems in structural biology, particularly protein structure and dynamics. Recommended preparation: courses in biochemistry, organic chemistry, and physical chemistry. Open to undergraduate students with consent of instructor.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): 2 credits
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)):
8. Recommended Preparation, if applicable (see [Note G](#)): Courses in biochemistry, organic chemistry, and physical chemistry.
9. Consent of Instructor, if applicable (see [Note T](#)) Consent of instructor is required for undergraduate students.
10. Exclusions, if applicable (see [Note H](#)):
11. Repetition for credit, if applicable (see [Note I](#)):
12. S/U grading, if applicable (see [Note X](#)):

Justification

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

This course has been offered twice before (2001 and 2004) as a module of MCB338 Techniques in Structural Biology. The proposal is to make this a permanent course that will be offered in the Fall semester of alternate years. Such a course is becoming increasingly necessary because of the recent acquisition of high-field nuclear magnetic resonance (NMR) instrumentation on the Storrs campus and because there is now a large group of students using biomolecular NMR in their research. This course would train students across disciplines in departments such as MCB, Chemistry, Pharmacy, Engineering, and the MMSB department of UCHC. Topics include a theoretical development of NMR, multi-dimensional NMR, heteronuclear NMR, NMR pulse programs, NMR structure determination, and experimental investigations of protein dynamics.

The course is available to advanced undergraduates (with consent of the instructor), and can be used to meet the requirements of the undergraduate Biophysics major.

2. Academic Merit (see [Note L](#)): The course exposes students to the theory and practice of modern NMR spectroscopy, and builds on the student's physics, spectroscopy, and structural biology backgrounds. NMR is becoming an increasingly important technique in molecular biology, chemistry, pharmaceutical

industry and medicine. Research in this subject area has been recognized with 4 Nobel prizes in the past 10 years (Ernst, Wüthrich, Lautebur, Mansfield). Students are typically exposed to some rudimentary NMR in Organic Chemistry (matching chemical shifts to compounds) but the fundamental physics governing the technique and modern applications to biological macromolecules require the more advanced treatment of the proposed course. The course will prepare students to use NMR in their own research, or to understand applications of this technique in other fields. Amongst its other uses NMR has become the principal alternative to X-ray crystallography in molecular structure determination. Moreover, the same spin physics that form the basis of NMR also form the basis of Magnetic Resonance Imaging (MRI). The current PubMed database includes 290,000 papers on NMR and 173,000 on MRI. The course will leave students well prepared to understand developments in these rapidly growing fields.³ Overlapping Courses (see [Note M](#)): Consultation with colleagues in Chemistry indicates that there are no overlapping courses offered in that department.

4. Number of Students Expected: approximately 20 per year

5. Number and Size of Section: 1 section, up to 20 students

6. Effects on Other Departments (see [Note N](#)): The course will include lectures from faculty in MCB, Chemistry, MMSB (UCHC), and Pharmacy and will be useful to students in those departments. Dr. James Rusling (Chemistry) and the NMR facility scientist were consulted and there are no courses in Chemistry that overlap the subject matter of this course.

7. Staffing (see [Note P](#)): Course coordinator Andrei Alexandrescu, Associate Professor (as of 8/06), Dept. of Molecular and Cell Biology

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

Department Curriculum Committee: October 3, 2006

Department Faculty: October 13, 2006

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

Andrei Alexandrescu, 486-4414, e-mail: andrei@uconn.edu

2006 - 159 Proposal to Change MCB 200

1. Date: Oct. 3, 2006
2. Department: **Molecular and Cell Biology**
3. Nature of Proposed Change: Prevent students who have passed MCB218 from enrolling in MCB200

4. Current Catalog Copy:

MCB 200 (MCB2410). Human Genetics

Either semester. Three credits. Two lectures and one problem session. Prerequisite: BIOL 107. Open to sophomores or higher.

Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.

5. Proposed Catalog Copy:

MCB 200 (MCB2410). Human Genetics

Either semester. Three credits. Two lectures and one problem session. Not open to students who have passed MCB218 (MCB2400) Prerequisite: BIOL 107. Open to sophomores or higher. *Nelson, Townsend* Principles of genetics as applied to humans. Focus on modern methods of molecular genetics. (underlined portion is new in the proposed copy)

6. Effective Date (semester, year -- see Note R): Fall 2007 (Note that changes will be effective immediately unless a specific date is requested.)

Justification1. Reasons for changing this course:

The content of MCB218 (a course not intended for MCB majors) sufficiently overlaps that of MCB200 that students who have passed MCB218 should take a more advanced course. The depth of coverage in MCB200 is greater than that in MCB218, but the content is too similar to allow both to be taken for credit. Students who have passed MCB218, change to an MCB major, and need to take a core course in Genetics cannot enroll in MCB213.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): Not applicable

4. Effects on Other Departments: None, MCB218 will still be available for use by other programs (such as Nursing).

5. Effects on Regional Campuses: None

6. Staffing: The student's honors advisor and research mentor are responsible for supervision of the thesis writing.

7. Dates approved by (see Note Q):

Department Curriculum Committee: October 3, 2006

Department Faculty: October 13, 2006

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

Kenneth Noll; kenneth.noll@uconn.edu; 486-4688

2006 - 160 Proposal to Change MCB 218

1. Date: Oct. 3, 2006
2. Department: **Molecular and Cell Biology**
3. Nature of Proposed Change: Prevent students who have passed MCB200 from enrolling in MCB218; Update course description.

4. Current Catalog Copy:

218 (MCB2400). Heredity and Society

First semester. Three credits. Two lectures and one problem session. Prerequisite: BIOL 107. First semester. Three credits. Open to sophomores or higher. May not be counted toward the biological sciences major or molecular and cell biology major or the molecular and cell biology minor. *Strausbaugh, Washington*

The principles of heredity and their implications for society.

5. Proposed Catalog Copy:

218 (MCB2400). Heredity and Society

Either semester. Three credits. Two lectures and one problem session. Not open to students who have passed MCB200 (MCB2410) Prerequisite: BIOL 107. Open to sophomores or higher. *Strausbaugh, Washington*

Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.
(underlined portion is new in the proposed copy)

6. Effective Date (semester, year -- see Note R): Fall 2007 (Note that changes will be effective immediately unless a specific date is requested.) **Justification** 1. Reasons for changing this course: The content of MCB218 (a course not intended for MCB majors) sufficiently overlaps that of MCB200 that students who have passed MCB200 should take a more advanced course. The depth of coverage in MCB200 is greater than that in MCB218, but the content is too similar to allow both to be taken for credit. Students who have passed MCB218, change to an MCB major, and need to take a core course in Genetics can enroll in MCB213.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): Not applicable
4. Effects on Other Departments: None, MCB218 will still be available for use by other programs (such as Nursing).
5. Effects on Regional Campuses: None
6. Staffing: The student's honors advisor and research mentor are responsible for supervision of the thesis writing.
7. Dates approved by (see Note Q):
Department Curriculum Committee: October 3, 2006
Department Faculty: October 13, 2006
8. Name, Phone Number, and e-mail address of principal contact person:
Kenneth Noll; kenneth.noll@uconn.edu; 486-4688

2006 - 161 Proposal to Change MCB 292W .

1. Date: Oct. 3, 2006

2. Department: **Molecular and Cell Biology**

3. Nature of Proposed Change: Limit enrollment in MCB292W (MCB4997W) to Honors students

4. Current Catalog Copy:

292W. Senior Research Thesis in Molecular and Cell Biology

Either semester. Three credits. Hours by arrangement.

Prerequisite: Three credits of MCB 299, which may be taken concurrently; ENGL 105 or 110 or 111 or 250. Open only with consent of instructor and department honors committee. Not limited to honors students.

Designed for the advanced undergraduate who is pursuing a special problem as an introduction to independent investigation. Research and writing of a thesis.
(underlined portions are deleted in the proposed copy)

5. **Proposed Catalog Copy:**

292W (MCB4997W). Honors Research Thesis in Molecular and Cell Biology

Either semester. Three credits. Hours by arrangement.

Prerequisite: At least three credits of MCB 299 (MCB3989 or MCB4989), which may be taken concurrently; ENGL 105 or 110 or 111 or 250. Limited to honors students and open with consent of instructor.

Writing of a thesis based upon the student's independent laboratory research project.

(underlined portions are new in the proposed copy)

6. Effective Date (semester, year -- see Note R): Fall 2007 (Note that changes will be effective immediately unless a specific date is requested.) **Justification** 1. Reasons for changing this course:

a. Honors students currently have to get an honors conversion when they take this course. This will simplify registration and create a separate honors and non-honors thesis course.

b. Dropping the requirement for consent of the honors committee further simplifies registration and is consistent with current practice.

c. The inclusion of "Honors" in the course's title will also mark the special nature of the course in their transcript.

d. The course description is modified to emphasize the writing will be based upon the student's independent laboratory research. Credit for independent, non-laboratory research based writing will be provided by other courses.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): Not applicable

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: The student's honors advisor and research mentor are responsible for supervision of the thesis writing.

7. Dates approved by (see Note Q):

Department Curriculum Committee: October 3, 2006

Department Faculty: October 13, 2006

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

Kenneth Noll; kenneth.noll@uconn.edu; 486-4688

2006 - 162 Proposal to Add CDIS 3XX

1. Date: October 17, 2006
2. Department requesting this course: Communication Sciences - CDIS
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing

CDIS 5XXX. Introduction to Research

3 credits. Lecture. Open to graduate students in Communication Disorders, others with permission. Introduction to research, experimental design, and statistics. Including ethics in research, publishing, grant writing, general research skills, and computerized statistics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **CDIS**
2. Course Number (see Note B): **5XXX**
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: **Introduction to Research**
4. Course description (if appropriate -- see Note K):

Course is an overview of research in the behavioral sciences. Includes topics such as: introduction to experimental design and statistics, ethics in research, publishing, grant writing, general research skills, and computerized statistics.

5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): **3**
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: ___ Lecture; ___ Laboratory; _X_ Seminar; ___ Practicum.

Optional Items

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

Justification

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

This course, an introduction to research, has been offered twice as CDIS 367 "Topics in hearing and speech science." The faculty has recently approved it as a required course for all MA students in the speech-language pathology program. Consequently, it is proposed as a regular course with its own course title, number, and description.

2. Academic Merit (see Note L): **This course will be required of all students in the MA Speech-Language Pathology Program**

3. Overlapping Courses (see Note M): **none**
4. Number of Students Expected: **15-20/year**
5. Number and Size of Section: **15-20**
6. Effects on Other Departments (see Note N): **none**
7. Staffing (see Note P): **no additional faculty required**
8. Dates approved by (see Note Q):

Department Curriculum Committee: **September 28, 2006**

Department Faculty: **October 3, 2006**

9. Name, Phone Number, and e-mail address of principal contact person: **Ludo Max, 6-4078, Ludo.max@uconn.edu**

2006 - 163 Proposal to Drop ENGL 105

1. Date: October 19, 2006
2. Department: **English**
3. catalog Copy:

105. English Composition

Either semester. Three credits. Not open for credit to students who have passed [ENGL 110](#). Instruction in composition through critical reading and frequent short essays.

4. Effective Date: Immediately

Justification

1. Reasons for dropping this course: This course has not been taught for six years and has been replaced as a Freshman English requirement by ENGL 110 and 111. Keeping this course on the books also impedes some students entering UConn with transfer credits: Since ENGL 110 is not open to students who have passed ENGL 105, they are restricted to ENGL 111 to satisfy their freshman English requirement at UConn.
2. Other Departments Consulted: None.
3. Effects on Other Departments: The pre-requisites for a number of courses in many departments will need to have references to this course removed.
4. Effects on Regional Campuses: None.
5. Dates approved by:
Department Curriculum Committee: 9/20/06
Department Faculty: 10/18/06
6. Name, Phone Number, and e-mail address of principal contact person: Thomas Recchio, 486-2866, thomas.recchio@uconn.edu.

2006 - 164 Proposal to Drop ENGL 109

1. Date: October 1, 2006
2. Department: **English**
3. catalog Copy:

109. Literature and Composition

Either semester. Three credits. Prerequisite: [ENGL 105](#). Not open for credit to students who have passed [ENGL 111](#) or [ENGL 250](#). Continued training in writing expository prose through the study of selections from prose, poetry, and drama.

4. Effective Date: Immediately

Justification

1. Reasons for dropping this course: This course has not been taught for six years and has been replaced as a Freshman English requirement by ENGL 110 and 111. Keeping this course on the books also impedes some students entering UConn with transfer credits: Since ENGL 111 is not open to students who have passed ENGL 109, they are restricted to ENGL 110 to satisfy their freshman English requirement at UConn.
2. Other Departments Consulted: None.
3. Effects on Other Departments: The pre-requisites for a number of courses in many departments will need to have references to this course removed.
4. Effects on Regional Campuses: None.
5. Dates approved by:
Department Curriculum Committee: 9/20/06
Department Faculty: 10/18/06
6. Name, Phone Number, and e-mail address of principal contact person: Thomas Recchio, 486-2866, thomas.recchio@uconn.edu.