

Departmental Course Proposals for the 16 September 2008 Meeting

2008 – 55 Proposal to Add SOCI 20XX & its variant 20XXW

1. Date: April 2008
2. Department requesting this course: **Sociology**
3. Semester and year in which course will be first offered: Fall 2009

Final catalog Listing

SOCI 20XX. Intolerance and Injustice

Either semester. Three credits. Prerequisite: N/A. Open to sophomores.

Examines intolerance and injustice directed toward marginalized groups including race/ethnicity, gender, socioeconomic status, age, religion, sexuality and disability.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SOCI
2. Course Number (see Note B): 20XX
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 X No
3. Course Title: Intolerance and Injustice
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):
How intolerance and injustice affect members of marginalized groups; social class, race/ethnicity, gender, sexuality, age, religion, disability.

Optional Items

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

Justification

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

Intolerance and injustice are two concepts that are pervasive in American society affecting all marginalized groups. Groups that experience intolerant attitudes and are victims of injustice include (1) racial & ethnic minorities, (2) those of lower socioeconomic standing, (3) women, (4) those of non-heterosexual orientation, (5) the elderly, (5) religious minorities and (7) those with physical or mental health disabilities among others. Sociology has courses focused on many of the above topics, but these courses take an in-depth look at **each individual** group. The Department does *not* have a course that provides a broad overview or introduction to these key concepts. Such a course is appropriate given the University of Connecticut's increasing focus on human rights. This course would be open to sophomores and as a general education alternative to non-sociology majors.

The W variant of this course is being proposed given the increasing need for such courses and the new requirement that students take at least one of their W courses within their academic major. Approval of the W component reserves the Department's right to offer it as such a course.

For the W variant:

Students will be required to write at least one 15-page paper focusing on the theoretical and applied nature of intolerance and injustice directed toward marginalized groups within contemporary society. The paper will allow students to explore a topic in-depth to gain a deeper understanding of the existence and complexity of injustice and intolerance. The paper will follow a format/process consistent with the College of Arts & Sciences' W policy. Students will be required to prepare a topic of interest and generate an outline, a bibliography and a first draft. At this point, the instructor will provide suggestions and criticisms of this draft; the student will then submit a revised manuscript (final paper). For some students, a second revision will be recommended / required if it is the instructor's opinion that the student has not yet written a paper of sufficient quality to pass the writing requirement of the course.

Writing instruction including choosing a topic, developing a thesis statement, properly outlining the topic, citation format, research skills, library sources and plagiarism will occur during class time. Students will be instructed to work with the writing center on their papers. There will also be an emphasis on information literacy that guides students in how to determine the value of information from various sources (e.g. the ability to discern the legitimacy of academic utility of information on the Web). The professor will have the sociology representative at the library come to class to present necessary instruction in this regard. Students will then demonstrate how they determined the academic value or integrity of their sources. Students will receive feedback from the writing center representative and professor at all four stages of the paper's development including selecting and developing a topic, outlining their paper, constructing the research bibliography and the first draft. Students will be informed that they must pass the W requirement in order to pass the course and that the "W" component will be of equal importance, if not more so, than the substantive material.

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

The topic provides an in-depth examination of intolerance and injustice. Several academic / scholarly questions could be answered as part of this course. How have intolerance and injustice developed over time? How are intolerance and injustice relevant in contemporary society? How are intolerance and injustice experienced by a variety of marginalized groups including the "big 7" – race/ethnicity, social class, gender, sexuality, age, religion and disability? How do the effects of intolerance and injustice differ when looking at the intersection of multiple categories of people? What types of change are desirable and/or possible?

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

4. Number of Students Expected: 70

5. Number and Size of Section: 2, 70 (70 per section)

6. Effects on Other Departments (see [Note N](#)): NA

7. Effects on Regional Campuses: NA

8. Staffing (see [Note P](#)): NA

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

Department Curriculum Committee: 3/24/08

Department Faculty: 4/2/08

10. Name, Phone Number, and e-mail address of principal contact person: Kathryn Ratcliff, 6-3886, kathryn.ratcliff@uconn.edu

Syllabus:

Professor: Dr. Ralph B. McNeal Jr.
Office: Manchester Hall, Room 8

Office Hrs: TBD.

Course Description

Sociology helps us understand why people do what they do in everyday life by analyzing the social context within which they are embedded. "Social context" is a very broad term that encompasses a range of attitudes, values, relationships and institutions. We are each embedded in a set of relationships at both the individual and institutional level. For example, each of us has a set of peers and personal friends that we value; our behavior is, to some degree, constrained by these relationships because we want to avoid behavior that our peers find offensive or unacceptable. We are also nested within various social institutions such as school, workplace, and political system; our behavior is constrained by our relationship to these institutions since there are often formal rules, regulations or laws that define the relationship.

This course is rather unique. Rather than focusing on a wide array of theories and concepts, or a narrow focus on one social institution, this course focuses on two sociological concepts, *intolerance & injustice*. On the surface it may seem relatively narrow to focus on only two concepts, but one could argue that intolerance & injustice are among the most powerful influences in society. If you think of the concepts from only a single perspective (e.g. gender, race & ethnicity, religion, age, etc.), they become unnecessarily restrictive. However, if you conceptualize these topics in a broader framework, they become quite powerful. For example, people have intolerant attitudes often resulting in some groups being the “victims” of injustice; examples of those who often find themselves on the receiving end include the elderly, the poor, the disabled, women, racial & ethnic minorities, members of particular religions and people of “alternative” sexuality (i.e. homosexual, bisexual, trans-gendered, etc.).

Furthermore, intolerance & injustice have particular histories & cultural variations. Intolerance & injustice have long histories, existing in societies many thousands of years ago. Intolerance & injustice are also very culturally rich concepts, present in every existing human society. In other words, these concepts have rich histories, are evident in various cultures and societies, and continue to be particularly relevant for contemporary societies. This course focuses on:

- how intolerance & injustice manifest themselves historically, contemporarily, and cross-culturally
- how intolerance & injustice are experienced by members of various statuses or categories
- how the intersection(s) of various statuses affect, and are affected by, intolerance & injustice

Objectives

- 1) Students will understand the meaning & significance of intolerance & injustice.
- 2) Students will demonstrate how the concepts are manifest in the contemporary United States and be able to explain relevant examples in sociological terms.
- 3) Students will demonstrate an ability to draw parallels and differences between local, cross-cultural and global examples of intolerance & injustice
- 4) Students will explain how intolerance and injustice are intertwined across seven attributes: (1) *race/ethnicity*, (2) *class*, (3) *gender*, (4) *sexuality*, (5) *age*, (6) *disability* and (7) *religion*.
- 5) Students will be able to demonstrate how intolerance and injustice across the aforementioned attributes (e.g. *race/ethnicity*, *class*, etc.) are reflected in society's social institutions.

Learning Disabilities

Please notify me immediately if you have a diagnosed learning disability, such as dyslexia, ADD, ADHD, testing anxiety, etc. Being aware allows planning to accommodate your disability.

Academic Misconduct

Students must abide by the University's Code of Academic Conduct. The code stipulates two kinds of infractions, minor & major.

Minor Infractions: Cheating on a quiz would be treated as a minor infraction. In this class, the consequences consist are: (1) the student(s) involved will fail the quiz in question, (2) you will receive a zero (0) on all previous quizzes (since there is now uncertainty of your previous work), (3) all future quizzes will be closed-notes and (4) you will have the honor of sitting in the front row for the remainder of the semester. If the cheating is before the 5th quiz of the semester, you will receive a zero (0) on the first five quizzes.

Major Infractions: Cheating on two or more quizzes, on an assignment or on an exam results in a major infraction. In this case the consequences exceed that given for minor infractions. The minimum consequence for cheating on multiple quizzes includes (1) failing ALL quizzes for the semester and (2) having the honor of sitting in the front row for the remainder of the semester. The minimum consequence for cheating on an assignment or exam results in (1) failing the assignment or exam in question (0%) and (2) a strong possibility of failure for the course. A major infraction will involve an academic misconduct hearing; the Department Head and/or the Dean of Student's office will also be notified. If found guilty, the Dean may impose further sanctions up to and including dismissal from UConn.

Note: Once you are charged with academic misconduct, you are unable to drop the class until the situation is resolved; the registrar's office places a bar on your account.

Vista

Vista use will include (1) correspondence & announcements, (2) discussion threads, (3) *some* PowerPoint presentations, (4) some readings (.pdf), (5) quizzes, (6) exams and (7) grades. Students should access Vista immediately to ensure you can gain entry and can become familiar with the system.

Quizzes

There are numerous quizzes throughout the semester based on the assigned reading(s).

- *In-class* quizzes often are very simplistic and ask you to list various items from the readings. You are allowed to use your written notes during quizzes, but **NOT** any textbook, summary sheet, reading, etc.
- *Online* quizzes are more substantial. These quizzes are typically 5-6 multiple choice questions and must be answered within a set time limit (often 10 minutes). You are allowed to use any resource at your disposal **EXCEPT** other people.

You are strongly encouraged to take notes – not highlighting the text, not scribbling in the margin, but honest to goodness notes on regular paper (since you can use those for a quiz).

There are many methods by which students cheat on the in-class quizzes. While there are many approaches to cheating, these three are most common:

- You are **NOT** allowed to use your book during quizzes.
- You are **NOT** allowed to use somebody else's notes during quizzes. This means you are not allowed to use somebody's notes from a previous semester. You are also not allowed to have one student take notes for a given class and distribute photocopies to fellow students.
- You are **NOT** allowed to copy answers from another student.

Students receive a zero (0) for each missed quiz; there are no make-up quizzes given. Students are able to drop their two (2) lowest quiz grades. Since your two lowest quiz grades are dropped, there is no such thing as an "excused" absence. You simply include that quiz among your two. The foremost reasons for zeros on quiz grades are being absent, not having done the reading, coming to class late, or leaving class early (all of which are generally not acceptable).

Please note, quizzes can be given at any point during the class period and I reserve the right to give more than one quiz in a given period.

Exams

There are 3 exams this semester. Each exam contains a range of question "types". There may be multiple choice, short answer, essays and/or "vignettes". The vignettes are individual cases or examples; you will explain how particular concepts are manifest in the particular vignette. Think of it as a question-type that assesses your ability to apply what you have learned in a "real", albeit contrived, setting.

Exams include only material covered since the previous exam. However, it is often necessary to understand previous material (especially theoretical explanations) to answer each exam's questions. Exams may be online, in-class or take-home. If there is an in-class exam it will be on the date(s) listed below. If the exam is in-class, you may not use any supporting material; if the exam is online or a take-home you may use any supporting material.

Important: Exam dates are fixed in stone. They would change only due to conditions beyond my control (e.g. snow). Theoretically you will be responsible for all the listed material whether covered or not. Practically I will tell you which articles we will slide to the next exam...

Make-Up Exams

I hate make-up exams. You will be offered a make-up exam only if you can document a legitimate reason for missing the test (at my discretion). These cases are very rare and often involve substantial illness or injury. If you cannot document/verify your reason for missing the exam, I advise you to drop the class.

Grading

Quizzes, 25%; Exams, 75% (25% each)

Grades are assigned on a fixed scale (i.e. NO CURVES), with the breakdown as follows:

A=90+; B=80-89; C=70-79; D=65-69; F< 65.

Note: there are pluses and minuses assigned on final grades that are not reflected above.

Please note that all assigned grades on quizzes and exams are final. Please only see me about a specific grade when there is a mathematic error or when you are confused about why your answer is incorrect. If I am asked to re-evaluate a question, I will re-grade the entire exam; this helps minimize what I refer to as grade-mongering.

Course Materials

Lucal, B. and M. Ender. 2007. *Inequalities: Readings in Diversity & Social Life*. Boston, MA: Pearson Custom Publishing. ISBN:

The reader is a collection assembled specifically for this class. If you do a search on-line, you will find literally hundreds of books floating around with *Inequalities* title, but different ISBN #s. *This reader CANNOT be found online. If you purchase an Inequalities Reader on line, I can guarantee it will have the wrong readings.*

Readings

I. Introduction to Social Inequality, Intolerance & Injustice

Lucal, Betsy and Morten Ender. "The (Un)lucky Seven: An Introduction to Inequalities: Readings in Diversity and Social Life.

Payne, Geoff. "An Introduction to Social Divisions."

Weber, Max. "Class, Status, Party."

Johnson, Allan G. "The Trouble We're In: Privilege, Power and Difference."

Lemert, Charles. "The Mysterious Power of Social Structures."

Kendell, Diana Elizabeth. "Members Only: Organizational Structure and Patterns of Exclusion."

Roy, Jody. "Us Versus Them."

II. Race & Ethnicity

Tatum, Beverley Daniel. "Defining Racism: Can We Talk?"

Yamato, Gloria. "Racism: Something About the Subject Makes It Hard to Name."

Feagin, Joe and Herman Vera. "White Racism: A Sociology of Human Waste."

Staples, Brent. "Just Walk on By: A Black Man Ponders His Power to Alter Public Space."

Goldscheider, Calvin. "Are American Jews Vanishing Again?"

Portes, Alejandro. "English-Only Triumphs, But The Costs Are High."

Shaheen, Jack G. "Hollywood's Muslim Arabs."

TEST 1

III. Gender

Johnson, Allan G. "Unraveling the Gender Knot."

Sidel, Ruth. "The Enemy Within: The Demonization of Poor Women."

Nilsen, Alleen Pace. "Sexism in English: A 1990s Update."

Rothenberg, Paula. "A Jewish Girlhood."

Richie, Beth E. and Valli Kanuha. "Battered Women of Color in Public Health Care Systems: Racism, Sexism and Violence."

IV. Sexualities

Pharr, Suzanne. "Homophobia: Weapon of Sexism."

Tolman, Deborah L. "Doing Desire: An Adolescent Girls' Struggles for/with Sexuality."

Gomes, Charlene. "Partners as Parents: Challenges Faced by Gays Denied Marriage."

Mernissi, Fatima. "The Muslim Concept of Active Female Sexuality."

SPRING BREAK

V. Social Class

Sklar, Holly. "Imagine a Country – 2003."

Cox, Stan. "Wal-Mart Wages Don't Support Wal-Mart Workers."

Gans, Herbert J. "Deconstructing the Underclass."

Butsch, Richard. "A Half Century of Class and Gender in American TV Domestic Sitcoms."

Perrucci, Robert and Earl Wysong. "The Global Economy and the Privileged Class."

TEST 2

VI. Age

Butler, Robert N. "Dispelling Ageism: The Cross-Cutting Intervention."
Gullette, Margaret Morganroth. "The High Costs of Middle Ageism."
Stanford, E. Percil and Paula M. Usita. "Retirement: Who is at Risk?"
Fakhouri, Hani. "Growing Old in an Arab-American Family."

VII. Religion

Thomas, George M. "Religions in Global Civil Society."
Deacon, Reverend. Dr. Jay F.. "What Does the Bible Say About Homosexuality?"
Liederman, Lina Molokotos. "Religious Diversity in Schools: The Muslim Headscarf Controversy and Beyond."

VIII. Disabilities

Fine, Michelle and Adrienne Asch. "Disability Beyond Stigma: Social Interaction, Discrimination and Activism."
Holden, Chris and Peter Beresford. "Globalization and Disability"
Saxton, Marsha. "Reproductive Rights: A Disability Rights Issue."

IX. Social Change

Ayvazian, Andrea. "Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change."
Raeburn, Nicole C. "The Rise of the Workplace Movement: Fighting for Lesbian, Gay, and Bisexual Rights in Corporate America."
Bucher, Richard D. "Diversity Education."

Test 3 as per University Schedule

2008 – 56 Proposal to Add MCB 3895

Date: July 17, 2008

Department requesting this course: **MCB**

Semester and year in which course will be first offered: Fall semester, 2008

Final Catalog Listing:

MCB 3895 Introduction to Translational Research

Fall semester. Three credits. Prerequisite: Bio 107; Recommended preparation: MCB 2000/3010 (203/204) or MCB 2210 (210) or MCB 2610 (226)

Open to juniors and seniors only. May be repeated for credit.

Students will participate in clinical, patient-oriented research projects in a hospital setting. Human subject research study design and the underpinning basic science principles will be discussed during a weekly 2 hour lecture on the Storrs Campus. Students will also work one 4-hour hour period per week at the hospital.

Justification

1. Justification for adding this course: This course will introduce students who are pursuing careers in medicine or medical research to clinical research and clinical medicine. Students will learn to relate their background in basic science to clinical research problems. Although integration of basic science and clinical application is the backbone translational research there is no other course of which we are aware that addresses this. The “bench to bedside” approach to medical research is of growing in importance within the research community.
2. Academic merit: The biological principles underpinning current clinical research questions will be presented. Students will be trained in the principles of clinical research, which include study design, sample size calculations, inclusion/exclusion criteria, data collection and enrollment techniques. Students will learn to assess patients for project eligibility and will assist in patient enrollment. This includes providing project information to patients, data collection from patient histories and physical examination findings. Students will prepare a brief presentation on a clinical topic for class presentation. Students will also observe patient evaluations and procedures and will receive certification confirming their understanding and knowledge.
3. Overlapping course: There is no other course offering active participation in clinical research.
4. Number of students expected: 10
5. Number and size of section: 10 per section, one section
6. Effects on other departments: None.
7. Effects on regional campuses: None.
8. Staffing: Arlene Albert, PhD and Sharon Smith, MD
9. Dates approved by:
Department Curriculum Committee:
Department Faculty
10. Name, Phone Number and E-mail Address of Principle Contact Person: Arlene Albert, 486 5202, Arlene.albert@uconn.edu

2008 – 57 Proposal to Change HDFS 3183, 3311, 3431, 4181 (Editorial changes)

1. Date: 8/27/08
2. Department: **HDFS**
3. Nature of Proposed Change: **Editorial changes to four course titles**
4. Effective Date: 2009-2010 catalog

HDFS 3183 [224]

Current title: Child Development Laboratory: Fieldwork Practicum
Revised title: Early Childhood Development and Education: Supervised Fieldwork Practicum (224) (Formerly offered as HDFR 224.) Either semester. Four credits. Prerequisite: Completion of or concurrent enrollment in HDFS 3101 and 3122 or HDFS 3102 and 3123; open to juniors or higher. Open only with instructor consent. Recommended preparation: HDFS 3120. Weekly seminar. Practicum by arrangement.

Supervised participation with typically developing and special needs children within the Child Development Lab classrooms. Topics will include observation and assessment and the role of play in development and interventions

HDFS 3311 [287]

Current title: Parenthood
Revised title: Parenthood and Parenting (287) (Formerly offered as HDFR 287.) Either semester. Three credits. Prerequisite: HDFS 2100 or PSYC 2400 and HDFS 1070 or HDFS 2200; open to juniors or higher.

Parent behavior and the dynamics of parenthood; interpersonal, familial, and societal roles of parents and variables influencing these roles across the lifespan.

HDFS 3431 [272]

Current title: Family and work.
Revised title: Families and work. (272) (Formerly offered as HDFR 272.) Either semester. Three credits. Prerequisite: Open to juniors or higher.

Interaction of the world of work with family structure; social psychological dynamics that enhance or impede working families' lives.

HDFS 4181 [227]

Current title: Child Development Laboratory: Teaching Practicum
Revised title: Early Childhood Development and Education: Supervised Teaching Practicum (227) (Formerly offered as HDFR 227.) Either semester. Nine credits. Two class periods and laboratory by arrangement. Prerequisites: HDFS 2100, 3101, 3102, 3120, 3122, 3123, 3183, and either 3181 or 3182; GPA of 2.7 in HDFS courses, and instructor consent.

Supervised teaching experience within the Child Development Labs or approved early education center.

Justification

- o HDFS 3183 and 4181: Edited to be consistent with wording used by professional organizations and state agencies.
- o HDFS 3311 and 3431: More representative of the material covered in the classes.

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: No changes
7. Dates approved by:
 - Department Curriculum Committee: 5/14/08
 - Department Faculty: 5/14/08
8. Name, Phone Number, and e-mail address of principal contact person:
 - Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 58 Proposal to Change HDFS 3083

1. Date: 7-25-08
2. Department: **HDFS**
3. Nature of Proposed Change: **Maximum number of credits that can be used to meet major requirements: change from 12 to 6.**

4. Current Catalog Copy: 3083 (294). Foreign Study

(294) Either or both semesters. Credits and hours by arrangement. Consent of Director of Undergraduate Studies required, preferably prior to student's departure. With a change in content, this course may be repeated for credit.

Special topics taken in a foreign study program.

5. Proposed Catalog Copy:

3083. Foreign Study

(294) Either or both semesters. Credits and hours by arrangement. Consent of Director of Undergraduate Studies required, preferably prior to student's departure. With a change in content, this course may be repeated for credit. **A maximum of 6 credits can be used to meet major requirements.**

Special topics taken in a foreign study program.

6. Effective Date 2009-2010 catalog

Justification

1. Reasons for changing this course: **To insure that students will complete at UConn some of the courses in the requirement for 12 elective courses (in addition to required courses) in the major.**
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: None
7. Dates approved by):
Department Curriculum Committee: 5/14/08
Department Faculty: 5/14/08
8. Name, Phone Number, and e-mail address of principal contact person:
Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 59 Proposal to Change HDFS 3101

1. Date: 7/25/08
2. Department: HDFS
3. Nature of Proposed Change: **add prerequisite/corequisite, edit course Description**

4. Current Catalog Copy:

3101. Infant and Toddler Development

(231) (Formerly offered as HDFS 231.) Either semester. Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004 or PSYC 2100 or SOCI 3201. Human development from birth through the second year of life within the family setting.

5. Proposed Catalog Copy:

3101. Infant and Toddler Development

(231) (Formerly offered as HDFS 231.) Either semester. Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004 or **NURS 3215W** or PSYC 2100 or SOCI 3201.

Study of children from birth to three from an integrated human development perspective; biological and social contextual influences.

6. Effective Date: 2009-2010 catalog

Justification

1. Reasons for changing this course: (1) The course requires a research methods course as a prerequisite or corequisite. This change will add the research methods course in nursing to the list. Nursing students who are interested in taking the course will not have to contact the instructor for permission. (2) Updated to provide more specific information about the content of the course.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: Nursing. Based on requests from nursing students.

4. Effects on Other Departments: Nursing students who are interested in taking the course will not have to contact the instructor for permission.

5. Effects on Regional Campuses: None

6. Staffing: No changes

7. Dates approved by (see Note Q):

Department Curriculum Committee: 5/14/08

Department Faculty: 5/14/08

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

Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 60 Proposal to Change HDFS 3103

1. Date: 7/25/08

2. Department: **HDFS**

3. Nature of Proposed Change: **add prerequisite/corequisite, change course description**

4. Current Catalog Copy:

3103. Adolescent Development

(284) (Formerly offered as HDFR 284.) Either semester. Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004 or PSYC 2100 or SOCI 3201.

Contemporary adolescence, the multiple forces and behavioral characteristics of this period of development.

5. Proposed Catalog Copy:

3103. Adolescent Development

(284) (Formerly offered as HDFR 284.) Either semester. Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004 **or NURS 3215W** or PSYC 2100 or SOCI 3201.

Theoretical approaches to adolescence as a unique period of development and to how adolescence fits into a life-span perspective; research findings regarding adolescent development with an emphasis on evaluating the match between these findings and the lived experience of adolescents in their contexts, including history, culture, public policies, and challenges of contemporary life; interventions designed to help meet these challenges.

6. Effective Date: 2009-2010 catalog

Justification

1. Reasons for changing this course: **(1) The course requires a research methods course as a prerequisite or corequisite. This change will add the research methods course in nursing to the list. Nursing students who are interested in taking the course will not have to contact the instructor for permission. (2) Description provides more information for students on the content of the course.**

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: (1) based on requests from nursing students.

4. Effects on Other Departments: Nursing students who are interested in taking the course will not have to contact the instructor for permission.

5. Effects on Regional Campuses: None

6. Staffing: No changes

7. Dates approved by :

Department Curriculum Committee: 5/14/08

Department Faculty: 5/14/08

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

Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 61 **Proposal to Change HDFS 3102**

1. Date: 7/25/08
2. Department: **HDFS**
3. Nature of Proposed Change: **Add prerequisite/corequisite**

4. Current Catalog Copy:

3102. Early and Middle Childhood Development

(232) Second semester. Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher.

Prerequisite or corequisite: HDFS 2004 or PSYC 2100 or SOCI 3201.

Study of children ages 3-8 years from an integrated human development perspective that focuses on the interdependence of physical growth and cognitive, emotional, and social development.

5. Proposed Catalog Copy:

3102. Early and Middle Childhood Development

(232) Second semester. Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher.

Prerequisite or corequisite: HDFS 2004 or **NURS 3215W** or PSYC 2100 or SOCI 3201.

Study of children ages 3-8 years from an integrated human development perspective that focuses on the interdependence of physical growth and cognitive, emotional, and social development.

6. Effective Date: 2009-2010 catalog

Justification

1. Reasons for changing this course: **The course requires a research methods course as a prerequisite or corequisite. This change will add the research methods course in nursing to the list. Nursing students who are interested in taking the course will not have to contact the instructor for permission.**
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: Nursing. Based on requests from nursing students.
4. Effects on Other Departments: Nursing students who are interested in taking the course will not have to contact the instructor for permission.
5. Effects on Regional Campuses: None
6. Staffing: No changes
7. Dates approved by:
Department Curriculum Committee: 5/14/08
Department Faculty: 5/14/08
8. Name, Phone Number, and e-mail address of principal contact person:
Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 62 **Proposal to Change HDFS 3182**

1. Date: 7/25/08
2. Department: **HDFS**
3. Nature of Proposed Change: **Change title and course description**

4. Current Catalog Copy:

3182. Observing Early and Middle Childhood Development

(236) Second semester. One credit. Weekly seminar. Lab by arrangement. Prerequisite or corequisite: HDFS 3102. Not open to students who have passed HDFS 3181.

Observation of children ages 3-8 years in early care and education programs and in programs for school-age children.

5. Proposed Catalog Copy:

3182. Observing Early Childhood Development

(236) Second semester. One credit. Weekly seminar. Lab by arrangement. Prerequisite or corequisite: HDFS 3102. Not open to students who have passed HDFS 3181.

Observing young children in early care and education settings

6. Effective Date: 2009-2010 catalog

Justification

1. Reasons for changing this course: **Changed to more accurately reflect the content of the course. The focus is on children from birth to five-years-old.**

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: No changes

7. Dates approved by (see Note Q):

Department Curriculum Committee: 5/14/08

Department Faculty: 5/14/08

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

Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 63 Proposal to Drop HDFS 3260

1. Date: 7/24/08

2. Department: **HDFS**

3. Catalog Copy:

3260. Woman: A Developmental Perspective

(260) (Formerly offered as HDFR 260.) Either semester. Three credits. Prerequisite: Open to juniors or higher.

Development of women and women's roles from birth to maturity; physiological, psychological, sociological, and interpersonal systems which contribute to development of women across the life span; cross-cultural and alternative models for role development.

4. Effective Date: Fall 2008

Justification

1. Reasons for dropping this course: **This course will be replaced by a new course on gender role development across the life-span.**

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by:

Department Curriculum Committee: 5/14/08

Department Faculty: 5/14/08

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

Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 64 Proposal to Change HDFS 3319

1. Date: 7/25/08
2. Department: **HDFS**
3. Nature of Proposed Change: **Change in (1) title, (2) prerequisites, and (3) course description**

4. Current Catalog Copy:

3319. Family Pathology

(275) (Formerly offered as HDFR 275.) Either semester. Three credits. Prerequisite: Open to juniors or higher.

Theory, research and intervention in families under stress.

5. Proposed Catalog Copy:

3319. Individual and Family Risk and Resilience

(275) (Formerly offered as HDFR 275.) Either semester. Three credits. Prerequisite: **HDFS 2300**. Open to juniors or higher.

Challenges, stresses, and crises experienced by individuals and families; protective factors and resilience; coping strategies; prevention and intervention.

6. Effective Date: 2009-2010 catalog

Justification

1. Reasons for changing this course: **(1) To indicate that the course covers the impact of protective factors and resilience as well as the problems experienced by families. (2) To assure that all students will have had an introductory course in family interaction. (3) Updates information to reflect the current content of the course.**

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: No changes

7. Dates approved by :

Department Curriculum Committee: 5/14/08

Department Faculty: 5/14/08

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

Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 65 Proposal to Change HDFS 3340

1. Date: 7/25/08
2. Department: HDFS
3. Nature of Proposed Change: **Change in (1) title, (2) prerequisites, and (3) course description.**
4. Current Catalog Copy:

3340. Introduction to Counseling

(266) (Formerly offered as HDFR 266.) Either semester. Three credits. Prerequisite: Open to juniors or higher.

Principles of professional counseling including therapeutic processes, roles, and skills. How counselors help people solve problems is explored. Student's psychological growth and development is facilitated through psychological education.

5. Proposed Catalog Copy:

3340. Individual and Family Interventions

(266) (Formerly offered as HDFR 266.) Either semester. Three credits. Prerequisite: **HDFS 2300**. Open to juniors or higher.

An introduction to individual, couple, family, and group intervention. Topics include counseling theories, developmentally appropriate interventions, and methods for addressing diversity. Intervention strategies used in a variety of human services settings are examined.

6. Effective Date: 2009-2010 catalog

Justification

1. Reasons for changing this course: **(1) Updated to reflect current terminology in the field. (2) To assure that all students will have had an introductory course in family interaction. (3) Updates information to reflect the current content of the course.**
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: No changes
7. Dates approved by:
Department Curriculum Committee: 5/14/08
Department Faculty: 5/14/08
8. Name, Phone Number, and e-mail address of principal contact person:
Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 66 Proposal to Change HDFS 3420

1. Date: 7/25/08

2. Department: **HDFS**

3. Nature of Proposed Change: **Change in (1) title, (2) prerequisites, and (3) course description.**

4. Current Catalog Copy:

3420. Family Violence

(269) (Formerly offered as HDFS 269.) Either semester. Three credits. Prerequisite: Open to juniors or higher.

Theory, research, prevention, and treatment concerning the multiple forms of violence within contemporary families. The impact of violence on families and family members over the entire life span is considered. Includes child abuse and neglect, courtship violence, spouse abuse, elder abuse, and rape.

5. Proposed Catalog Copy:

3420. Abuse and Violence in Families.

(269) (Formerly offered as HDFS 269.) Either semester. Three credits. Prerequisite: **HDFS 2300**. Open to juniors or higher.

Historical, psychological, sociological and legal issues relating to family violence across the lifespan, including child maltreatment, and elder abuse. Introduction to methods for prevention and remediation.

6. Effective Date: 2009-2010 catalog

Justification

1. Reasons for changing this course: : **(1) Updated to reflect current terminology in the field. (2) To assure that all students will have had an introductory course in family interaction. (3) Updates information to reflect the current content of the course.**

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: No changes

7. Dates approved by:

Department Curriculum Committee: 5/14/08

Department Faculty: 5/14/08

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

Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 67 Proposal to Drop HDFS 3422

1. Date: 5/24/08
2. Department: HDFS
3. Catalog Copy:

3422. Black American Family Patterns

(271) (Formerly offered as HDFR 271.) Either semester. Three credits. Prerequisite: Open to juniors or higher.

Continuities and discontinuities between black American subcultural patterns and dominant cultural norms as reflected by black American families.

4. Effective Date: Fall 2008

Justification

1. Reasons for dropping this course: This course will be replaced by a new course on minority families.
2. Other Departments Consulted: None
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Dates approved by:
Department Curriculum Committee: 5/14/08
Department Faculty: 5/14/08
6. Name, Phone Number, and e-mail address of principal contact person:
Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 68 Proposal to Change HDFS 3120

1. Date: 7/25/08
2. Department: **HDFS**
3. Nature of Proposed Change: **Change in course description.**

4. Current Catalog Copy:

3120. Introduction to Programs for Young Children

(220) (Formerly offered as HDFS 220.) Either semester. Three credits. Prerequisite: Open to juniors or higher. Open only with instructor consent. Must be taken concurrently with HDFS 3180 or HDFS 3183. Components of programs designed for infants and young children. Guided observations are integrated with lecture material. Designed for students who intend to work with infants and young children.

5. Proposed Catalog Copy:

3120. Introduction to Programs for Young Children

(220) (Formerly offered as HDFS 220.) Either semester. Three credits. Prerequisite: Open to juniors or higher. Open only with instructor consent. Must be taken concurrently with HDFS 3180 or HDFS 3183.

Components of early care and education programs. Guided observations are integrated with lecture material. Designed for students who intend to work with infants and young children.

6. Effective Date: 2009-2010 catalog

Justification

1. Reasons for changing this course: **Edited to be consistent with the wording used by professional associations which emphasize the integration of care and education for young children.**
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: No changes
7. Dates approved by:
Department Curriculum Committee: 5/14/08
Department Faculty: 5/14/08
8. Name, Phone Number, and e-mail address of principal contact person:
Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 69 Proposal to Change the Latino Studies Minor

1. Date: August 6, 2008
2. Department requesting this change: **Puerto Rican/Latino Studies**
3. Title of Minor: **Latino Studies**
4. Nature of Change: Revise general requirements and make curriculum amenable to a broader set of majors and fields of study.
5. Existing catalog Description of the Minor: An interdisciplinary minor in Latino Studies is available through the College of Liberal Arts and Sciences for those who wish to develop an understanding of the cultural, historical and socio-political aspects that affect U.S. Latinos/as as an important segment of American society. The minor offers students the opportunity to focus on specific issues related to Latinos/as in the United States while expanding their knowledge in the Social Sciences and Humanities. The courses provide a multicultural approach to knowledge and explore multidisciplinary methodologies in research. Students may elect to take a research project or an internship course to further integrate the knowledge and skills developed.

6. Proposed catalog Description of the Minor:

This minor advances a critical understanding of Latinos/as as an integral social and cultural component of the U.S. and the American hemisphere. Focusing on interdisciplinary research methods from a minor perspective, Latino Studies enhances a variety of majors and fields of study.

Requirements: 15 credit hours. No more than two courses in Latino Studies can be counted towards both the student's major and the LS minor. No more than three courses may be taken within a single department. Classes not listed below, such as three-credit "Special Topics" courses, may be used to fulfill Latino Studies requirements with the approval of a Minor adviser. (Students should seek such permission before taking the course.)

7. Effective Date: Spring 2009

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

Justification

1. Why is a change required? Our minor currently depends on courses developed by faculty members who have left our program. Our present curriculum limits our ability to take full advantage of areas of knowledge covered by recently hired faculty and new core associates, making the minor unwieldy for interdisciplinary work and curricular innovation.
2. What is the impact on students? With a more flexible set of requirements, the proposed minor will accommodate the needs of students from various schools and CLAS majors. The impact will be mostly felt in the social and natural sciences. We intend to pursue more fluid collaborations with the Neag School of Education and the School of Nursing.
3. What is the impact on regional campuses? Our new minor will work with various programs, especially Urban and Community Studies, to augment their Latino-content courses and make possible to pursue an LS minor in the regional campuses. We are currently working with the Greater Hartford campus to increase PRLS faculty presence and offer more LS courses in that campus.
4. Attach a revised "Minor Plan of Study" form to this proposal

5. Dates approved by (see Note Q):

Department Curriculum Committee: August 6, 2008.

Department Faculty: August 6, 2008.

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

Guillermo B. Irizarry, PhD

Associate Professor of Modern and Classical Languages

Director of Puerto Rican and Latino Studies Institute

860.486.3997

Guillermo.irizarry@uconn.edu

Minor in Latino Studies (LS)
Plan of Study

Name of Student:
Student ID Number:
Major:
Graduation Date:

Description: The Latino Studies minor advances a critical understanding of Latinos/as as an integral social and cultural component of the United States, as well as the American hemisphere. Focusing on interdisciplinary research methods, from a minor perspective, it enhances a variety of majors, professional endeavors, and fields of study.

Requirements: 15 credit hours. No more than two courses in Latino Studies can be counted towards both the student's major and the LS minor.

NOTE: Students must complete a minimum of fifteen 200-level credits with a grade of C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits, including study abroad, of courses equivalent to University of Connecticut courses.

Check five courses from the following list:

- 3210. Contemporary Issues in Latino Studies**
- 3211. Puerto Rican/Latino Studies Research**
- 3220. History of Latino/as in the United States** (Also offered as HIST 3674.)
- 3221. Latinos/as and Human Rights** (Also offered as HIST 3575 and HRTS 3221.)
- 3230. Latina Narrative** (Also offered as WS 3258.)
- 3231. Fictions of Latino Masculinity** (Also offered as WS 3259.)
- 3232. Latina/o Literature** (Also offered as ENGL 3605.)
- 3233. Studies in Latina/o Literature** (Also offered as ENGL 3607.)
- 3241. Latin American Minorities in the United States** (Also offered as ANTH 3041).
- 3250. Latino Health and Health Care** (Also offered as HDFS 3442.)
- 3251. Latinos: Sexuality and Gender** (Also offered as HDFS 3268.)
- 3264. Latinas and Media** (Also offered as WS 3260 and COMM 3321.)
- 3265. Literature of Puerto Rico and the Spanish Caribbean** (Also offered as SPAN 3265.)
- 3270. Latino Political Behavior** (Also offered as POLS 3662.)
- 3271. Immigration and Transborder Politics.**
- 3660W. History of Migration in *Las Américas*.** (Also offered as HIST 3660W and LAMS 3660W.)
- 4320. Media and Special Audiences.** (Also offered as COMM 4320)
- 3295. Special Topics in Puerto Rican and Latino Studies.** May be repeated for credit with approval from advisor.
- 3298. Variable Topics in Puerto Rican and Latino Studies.** May be repeated for credit with approval from advisor.
- 3299. Independent Study in Puerto Rican and Latino Studies.** With a change in content, this course may be repeated for credit.
- 4212. Field Internship in Latino Studies.**

Recommended courses in related fields. Because of its interdisciplinary and transnational framework, the LS minor encourages students to take supporting courses in related fields. No more than three courses may be taken within a single department or discipline. Seek approval from your adviser or the director of PRLS.

- ANTH 3029. Caribbean Cultures.**
- ANTH 3021. Contemporary Latin America.**
- ANTH 3022. Peoples and Cultures of South America.**
- ANTH 3042. Contemporary Mexico.**
- ANTH 3150. Migration.**
- ANTH3152. Race, Ethnicity, and Nationalism.**

- Centuries.** (Also offered as LAMS 3635.)
- ECON 3223. Economics of Poverty.**
- ENGL 3218. Ethnic Literatures in the US.**
- ENGL 3265. Seminar in American Studies.**
- ENGL 4203W. Adv Study: Ethnic Literature.**
- HIST 3554. Immigrants and Shaping American History.**
- HIST 3609. Latin America in the National Period.**
- HIST 3610. Latin America and the Great Powers.**
- HIST 3620. Cuba, Puerto Rico, and the Spanish Caribbean.**
- HIST 3608W. Hispanic World. Ages of Reason and Revolution.**
- HIST 3621. Cuba in Local and Global Perspectives.**
- HIST 3635. Mexico in the Nineteenth and Twentieth.**
- HIST 4994W. History of Human Rights in Greater Latin America.**

- HDFS 3421. Low Income Families.
- POLS 3218. Indigenous People, Politics, and Rights.
- POLS 3232. Comparative Politics in North America.
- POLS 3235. Latin American Politics.
- POLS 3237. Democratic Cultures and Citizenship in Latin America.
- POLS 3452. Inter-American Relations.
- SOCI 3501. Ethnicity and Race.
- SOCI 2503. Prejudice and Discrimination.
- SOCI 3505. White Racism.
- SOCI 2429. Sociological Perspectives on Poverty.
- SOCI 3831. Human Rights in the United States.
- SOCI 3901. Urban Sociology.
- SOCI 3903. Urban Problems.
- SOCI 3907. City Life.
- SOCI 3911. Communities.
- SOCI 3971. Population.
- SOCI 268. Class, Power, and Inequality
- WS 203. Social Study of Women in America.
- WS 3209. Ethnicity, Sexuality, and Modernism.
- WS 3267. Women and Poverty.
- COMM 4450. Global Communication.
- COMM 4460. Cross-Cultural Communication.
- COMM 4802. Culture and Global Diversity in Advertising.

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in Latino Studies
(signed) _____, Latino Studies Program.

Minor Adviser

2008 – 70 Proposal to Change the Cognitive Science Minor

1. Date: May 5, 2008
2. Department requesting this change: **Cognitive Science Program**
3. Title of Minor: **Cognitive Science**
4. Nature of Change: Change course requirements for Minor, **replacing LING 2020 with LING 2010Q**

5. Existing catalog Description of the Minor:

Cognitive Science

Cognitive Science is the interdisciplinary study of mind and intelligence, bringing together course content from Psychology, Linguistics, Artificial Intelligence, Anthropology, Communication Disorders, Neuroscience, and Philosophy. While available with any undergraduate major, the minor in Cognitive Science is especially appropriate for majors in the fields listed above.

Requirements

To earn a minor in Cognitive Science, students must complete 15 credits at the 2000-level or above. COGS 2201 is required, plus four additional courses coming from at least three areas (A through F). No more than 6 credits may be counted from any one department.

- A. Cognition: ANTH 3250; CSE 4705; PHIL 3247/3247W, 3250/3250W; PSYC 2500, 2501
- B. Language: ANTH 3002 or LING 3610W; LING 2020; PHIL 3241; PSYC 3500
- C. Perception: PHIL 3256/3256W; PSYC 3501, 3502
- D. Development: CDIS 3202/3202W or PSYC 3470/3470W; CDIS 4253; PSYC 2400
- E. Neuroscience: CDIS 4244/4244W, PHIL 3249/3249W; PNB 3251; PSYC 2200
- F. Formal Systems: CSE 2500, 3502; LING 3310Q, 3510Q; PHIL 2211Q, 3214

The minor is offered by the College of Liberal Arts and Sciences. For the Cognitive Science minor, contact Prof. Letty Naigles, Director of Undergraduate Studies in Cognitive Science, 141 Bousfield Psychology Building.

6. Proposed catalog Description of the Minor:

Cognitive Science

Cognitive Science is the interdisciplinary study of mind and intelligence, bringing together course content from Psychology, Linguistics, Artificial Intelligence, Anthropology, Communication Disorders, Neuroscience, and Philosophy. While available with any undergraduate major, the minor in Cognitive Science is especially appropriate for majors in the fields listed above.

Requirements

To earn a minor in Cognitive Science, students must complete 15 credits at the 2000-level or above. COGS 2201 is required, plus four additional courses coming from at least three areas (A through F). No more than 6 credits may be counted from any one department.

- A. Cognition: ANTH 3250; CSE 4705; PHIL 3247/3247W, 3250/3250W; PSYC 2500, 2501
- B. Language: ANTH 3002 or LING 3610W; LING 2010Q; PHIL 3241; PSYC 3500
- C. Perception: PHIL 3256/3256W; PSYC 3501, 3502
- D. Development: CDIS 3202/3202W or PSYC 3470/3470W; CDIS 4253; PSYC 2400
- E. Neuroscience: CDIS 4244/4244W, PHIL 3249/3249W; PNB 3251; PSYC 2200
- F. Formal Systems: CSE 2500, 3502; LING 3310Q, 3510Q; PHIL 2211Q, 3214

The minor is offered by the College of Liberal Arts and Sciences. For the Cognitive Science minor, contact Prof. Letty Naigles, Director of Undergraduate Studies in Cognitive Science, 141 Bousfield Psychology Building.

7. Effective Date immediately

Justification

1. Why is a change required?

The Linguistics Department has informed the Cognitive Science Program that LING 2020 (formerly LING 202) will not be offered for the foreseeable future and may be dropped from their curriculum altogether. LING 2010Q (formerly LING 110Q) covers much the same material and will henceforth fill the same roll in their curriculum.

2. What is the impact on students?

None. If the change were not approved, however, the impact would be considerable. Since substitutions are not allowed for minors, it would be impossible to satisfy the Language content area of the minor with one of the Linguistics Department's core Linguistics courses.

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

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

Please see attached "Plan of Study for Cognitive Science MINORS"

5. Dates approved by (see Note Q):

Department Curriculum Committee: May 5, 2008

Department Faculty: May 5, 2008

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

Thomas D. Bontly
Director of Cognitive Science
Philosophy Department, U-2054
860-486-3822
thomas.bontly@uconn.edu

Letitia R. Naigles
Director of Undergraduate Studies in Cognitive Science
Psychology Department, U-1020
860-486-4942
letitia.naigles@uconn.edu

College of Liberal Arts and Sciences – Plan of Study for Cognitive Science MINORS

A final plan of study for the minor, signed by the Director of Undergraduate Studies in Cognitive Science, must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to graduate, along with the final plan of study for his/her major. Another copy of the signed form should go the student's major advisor. Once filed with the Registrar, changes in the plan may be made only with the consent of the Director of Undergraduate Studies.

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

Course Requirements

To earn a minor in Cognitive Science, a student must take 15 credits the 2000 level. COGS 2201 is required, plus four additional courses coming from at least three areas (A through F). No more than 6 credits may be counted from any one department.

A. Cognition: ANTH 3250, PHIL 3250/3250W, PHIL 3247/3247W, PSYC 2500, PSYC 2501

B. Language: ANTH 3002 OR LING 3610, LING 2010Q, PHIL 3241, PSYC 3500

C. Perception: PHIL 3256, PSYC 3502, PSYC 3501

D. Development: CDIS 3202/3202W, CDIS 4253, PSYC 2400, PSYC 3470

E. Neuroscience: CDIS 4244/4244W, PHIL 3249/3249W, PNB 3251, PSYC 2200

F. Formal Systems: CSE 3502, CSE 2500, LING 3310Q, LING 3510Q, PHIL 2211Q, PHIL 3214Q

1. List semester in which COGS 2201 was taken: _____

2. For three of the above areas (A – F), list one course from each:

3. List one additional course taken from any of areas A – F: _____

Name of student: _____ Peoplesoft ID#: _____

Date by which minor requirements will be met: _____

This plan of study is for the _____ catalog.

I approve the above program for the Minor in Cognitive Science:
(signed) _____ (date) _____
Director of Undergraduate Studies in Cognitive Science

2008 – 71 **Proposal to Change the Cognitive Science Major**

1. Date: May 5, 2008

2. Department requesting this change: **Cognitive Science Program**

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

4. Nature of Change: Change to course requirements, **replacing LING 2020 in list of Core Courses with LING 2010Q.**

5. Existing catalog Description of the Major:

Cognitive Science

Cognitive Science is the study of how intelligent beings (including people, animals, and machines) perceive, act, know, and think. It explores the process and content of thought as observed in individuals, distributed through communities, manifested in the structure and meaning of language, modeled by algorithms, and contemplated by philosophies of mind. Its models are formulated using concepts drawn from many disciplines, including psychology, linguistics, logic, computer science, anthropology, and philosophy, and they are tested using evidence from psychological experiments, clinical studies, field studies, computer simulations, and neurophysiological observation.

This program is intended to prepare students for graduate training in cognitive science and related disciplines or to work in the information sciences. The distribution requirements ensure that students will acquire a truly interdisciplinary education. The research and formal systems requirements provide basic knowledge concerning the experimental and theoretical foundations of cognitive science. Finally, majors are encouraged to learn about theory building and testing in a variety of natural and physical sciences. One way to achieve this is to fulfill the requirements of the Bachelor of Science degree.

General Requirements

The requirements for the cognitive science major include 39 2000-level credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

Core Courses (15 credits)

COGS 2201 *and four of the following courses*: ANTH 3002; CSE 4705; LING 2020; PHIL 3250; PSYC 2501

Research Courses (6 credits)

Statistics (one of the following for at least 3 credits): PSYC 2100Q; STAT 2215Q, 3025Q (Calculus level)
Research Methods (one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3251/W, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits)

CSE 2500, 3500b, 3502a, b, 3802; LING 3310Qb, 3510Qb; MATH 2210Q, 2410Q, 3160, 3210, 3230, 3270a, b, 3412; PHIL 2211Q, 3214

Advanced courses (12 credits)

Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement.

ANTH 3250, CDIS 3202/3202Wa, 4244/4244W, 4253; CSE 3500a, b, 3502b, 4095; LING 3310Qb, 3510Qb, 3610W; MATH 3270a, b; PHIL 2210, 2212/Wa, 3241, 3247/3247W, 3249/3249W, 3256/3256W; PNB 3251; PSYC 2200, 2400, 2500, 3100/3100W, 3470a, 3500, 3501, 3502, 3503; SCI 2400a

Electives (3-6 credits)

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

a Due to content overlap, no more than one of each of the following pairs may be counted toward the major: (i) CDIS 3202/3202W and PSYC 3470; (ii) PHIL 2212/W and SCI 2400; (iii) CSE 3502 and MATH 3270.

b The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3510Q; and MATH 3270. In this event, two electives are required.

Competency and Writing Requirements

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major can be met by taking one of the following courses: CDIS 3202W, 4244W; LING 3610W; PHIL 2212W, 3247W, 3249W, 3256W; PSYC 2100WQ, 3100W, 3251W, 3450W, 3550W.

Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

For further information, contact Professor Letty Naigles, Director of Undergraduate Studies in Cognitive Science, 141 Bousfield Psychology Building.

6. Proposed catalog Description of the Major:

Cognitive Science

Cognitive Science is the study of how intelligent beings (including people, animals, and machines) perceive, act, know, and think. It explores the process and content of thought as observed in individuals, distributed through communities, manifested in the structure and meaning of language, modeled by algorithms, and contemplated by philosophies of mind. Its models are formulated using concepts drawn from many disciplines, including psychology, linguistics, logic, computer science, anthropology, and philosophy, and they are tested using evidence from psychological experiments, clinical studies, field studies, computer simulations, and neurophysiological observation.

This program is intended to prepare students for graduate training in cognitive science and related disciplines or to work in the information sciences. The distribution requirements ensure that students will acquire a truly interdisciplinary education. The research and formal systems requirements provide basic knowledge concerning the experimental and theoretical foundations of cognitive science. Finally, majors are encouraged to learn about theory building and testing in a variety of natural and physical sciences. One way to achieve this is to fulfill the requirements of the Bachelor of Science degree.

General Requirements

The requirements for the cognitive science major include 39 2000-level credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

Core Courses (15 credits)

COGS 2201 and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250; PSYC 2501

Research Courses (6 credits)

Statistics (one of the following for at least 3 credits): PSYC 2100Q; STAT 2215Q, 3025Q (Calculus level)
Research Methods (one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3251/W, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits)

CSE 2500, 3500b, 3502a, b, 3802; LING 3310Qb, 3510Qb; MATH 2210Q, 2410Q, 3160, 3210, 3230, 3270a, b, 3412; PHIL 2211Q, 3214

Advanced courses (12 credits)

Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement.

ANTH 3250, CDIS 3202/3202Wa, 4244/4244W, 4253; CSE 3500a, b, 3502b, 4095; LING 3310Qb, 3510Qb, 3610W; MATH 3270a, b; PHIL 2210, 2212/Wa, 3241, 3247/3247W, 3249/3249W, 3256/3256W; PNB 3251; PSYC 2200, 2400, 2500, 3100/3100W, 3470a, 3500, 3501, 3502, 3503; SCI 2400a

Electives (3-6 credits)

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

a Due to content overlap, no more than one of each of the following pairs may be counted toward the major: (i) CDIS 3202/3202W and PSYC 3470; (ii) PHIL 2212/W and SCI 2400; (iii) CSE 3502 and MATH 3270.

b The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3510Q; and MATH 3270. In this event, two electives are required.

Competency and Writing Requirements

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major can be met by taking one of the following courses: CDIS 3202W, 4244W; LING 3610W; PHIL 2212W, 3247W, 3249W, 3256W; PSYC 2100WQ, 3100W, 3251W, 3450W, 3550W.

Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

For further information, contact Professor Letty Naigles, Director of Undergraduate Studies in Cognitive Science, 141 Bousfield Psychology Building.

7. Effective Date): immediately

Justification

1. Why is a change required?

The Linguistics Department has informed the Cognitive Science Program that LING 2020 (formerly LING 202) will not be offered for the foreseeable future and may be dropped from their curriculum altogether. LING 2010Q (formerly LING 110Q) covers much the same material and will henceforth fill the same roll in their curriculum.

2. What is the impact on students?

None. If the change were not approved, however, the impact would be considerable. Since LING 2020 will not be offered for the foreseeable future, it would mean in essence that students would have no options as to which courses to take in order to satisfy our Core Course requirement.

3. What is the impact on regional campuses?

None.

4. Dates approved by (see Note Q):

Department Curriculum Committee: May 5, 2008

Department Faculty: May 5, 2008

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

Thomas D. Bontly
Director of Cognitive Science
Philosophy Department, U-2054
860-486-3822
thomas.bontly@uconn.edu

Letitia R. Naigles
Director of Undergraduate Studies in Cognitive Science
Psychology Department, U-1020

860-486-4942
letitia.naigles@uconn.edu

2008 – 72 Proposal to Change the Mathematics Minor

1. Date: April 2, 2008
2. Department requesting this change: **Mathematics**
3. Title of Minor: **Mathematics**
4. Nature of Change: **restructure of course requirements and options**

5. Existing catalog Description of the Minor:

The requirements for this minor are 15-18 credits of Mathematics, following one of these tracks:

Either 1. MATH 2110Q (or 2130Q or 2143Q), 2210Q (or 3210 or 2144Q), 2410Q (or 2420Q or 2144Q), and two additional courses from the following: MATH 2360Q, 3146, 3150 (or 4110), 3160, 3230 (or 4210), 3240, 3260, 3330 (or 4310), 3370, 3510, 3710, 4735 or certain sections of 3094, 3795, and 3799 approved by the department head.

or 2. MATH 2141Q, 2142Q, 2143Q and 2144Q.

The minor is offered by the Mathematics Department.

6. Proposed catalog Description of the Minor:

The requirements for this minor are 15-18 credits of Mathematics, following one of these tracks:

Either 1. Five courses chosen from among the following list of courses:

MATH 2110Q (or 2130Q or 2143Q), 2210Q (or 3210 or 2144Q), 2410Q (or 2420Q or 2144Q), 2360Q, 3146, 3150 (or 4110), 3160, 3230 (or 4210), 3240, 3250, 3260, 3330 (or 4310), 3370, 3510, 3710, 4735 or certain sections of 3094, 3795, and 3799 approved by the department head.

or 2. MATH 2141Q, 2142Q, 2143Q and 2144Q.

The minor is offered by the Mathematics Department.

7. Effective Date immediately

Justification

1. Why is a change required?
 - Students who do not get a C or better in a required course for the minor and have taken a subsequent course are shut out of getting a minor by the out-of-sequence rule. This will allow them to choose another course to be used for their minor.
 - There is a new course added to the minor options: Math 3250, Combinatorics which was first created for the 2007-2008 catalog.
2. What is the impact on students? Some students who would not be able to get a minor might now be able to do so.
3. What is the impact on regional campuses? None
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).
See attached form
5. Dates approved by (see Note Q):
Department Curriculum Committee: April 15, 2008
Department Faculty: May 8, 2008
6. Name, Phone Number, and e-mail address of principal contact person:
David Gross, dgross@math.uconn.edu, 486-1292

[INSERT minor plan sheet FILE HERE]

2008 – 73 Proposal to Change the Mathematics-Actuarial Science Major

1. Date: August 11, 2008
2. Department requesting this change: **Mathematics**
3. Title of Major: **Actuarial Science Majors**
4. Nature of Change: Change requirements to reflect the growth of our actuarial science program to **reflect changes to the educational system of the Society of Actuaries and the Casualty Society of Actuaries**
5. Effective Date: Fall 2008

6. Bachelor of Science or Arts in Mathematics-Actuarial Science

a. Existing catalog Description of the Major:

Bachelor of Science or Arts in Mathematics-Actuarial Science: The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q). The required courses are MATH 2210Q (or 2144Q), 2620, 3160, 3630-3631, 3634, STAT 3375Q-3445, and FNCE 3221 or 4325. Students should include ECON 1201 and 1202, a Computer Science course, and ACCT 2001 and 2101 in their program of study as early as possible. To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, 3670W, or 3796W.

Admittance to the University of Connecticut's Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 2.75 or higher or a grade point average of 3.0 or higher in mathematics. The student must also satisfy one of the following:

1. successfully completed Math 1121Q or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for Math 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science major, the student is expected to maintain a total grade point average of 2.75 or higher.

b. Proposed catalog Description of the Major:

Bachelor of Science or Arts in Mathematics-Actuarial Science: The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q). The required courses are: MATH 2210Q (or 2144Q), 2620, 3160, 3630-3631, 3634, STAT 3375Q-3445; and either MATH 2610, FNCE 3221 or FNCE 4325. Students should include ECON 1201 and 1202, a Computer Science course, and ACCT 2001 and 2101 in their program of study as early as possible. To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, 3670W, or 3796W.

Admittance to the University of Connecticut's Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.0 or higher or a grade point average of 3.0 or higher in mathematics. The student must also satisfy one of the following:

1. successfully completed Math 1121Q or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for Math 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science major, the student is expected to maintain a total grade point average of 3.0 or higher.

Justification

1. Reasons for changing these courses: To reflect the growth of our actuarial science program to reflect changes to the educational system of the Society of Actuaries and the Casualty Society of Actuaries
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments:
On occasions a actuarial science majors have had problems getting into finance courses required for their major. This change provides them with an alternative.
5. Effects on Regional Campuses: None
6. Staffing: Requires one adjunct
7. Dates approved by:
Department Curriculum Committee: April 29, 2008
Department Faculty: May 8, 2008
8. Name, Phone Number, and e-mail address of principal contact person:
Louis J. Lombardi, 486-8392,
louis.lombardi@uconn.edu

2008 – 74 Proposal to Change MATH 103Q

1. Date: August 11, 2008
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change course description**

4. Current catalog copy (2007-08 Catalog):

Math 103Q. Elementary Discrete Mathematics

Either semester. Three credits. Recommended preparation: MATH 101, 104 or the equivalent.

Not open for credit to students who have passed any mathematics course other than MATH 101, 102, 104, 105, 107, 108 or 109.

Problem solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems.

5. Proposed Catalog Copy:

Math 1030Q. Elementary Discrete Mathematics

(103Q) Either semester. Three credits. Recommended preparation: MATH 1010, 1011Q or the equivalent.

Not open for credit to students who have passed any mathematics course other than MATH 1010, 1011, 1020, 1040, 1050, 1060 or 1070.

Topics chosen from discrete mathematics. May include counting and probability, sequences, graph theory, deductive reasoning, the axiomatic method and finite geometries, applications of solutions of simultaneous linear equations, number systems, voting methods, apportionment methods, mathematics of finance, number theory.

6. Effective Date: Immediate

Justification

1. Reasons for changing this course:

The proposed course description more accurately describes the range of subjects currently taught in this course.

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: No changes from present

7. Dates approved by:

Department Curriculum Committee: April 15, 2008

Department Faculty: May 8, 2008

8. Name, phone number and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2008 – 75 Proposal to Drop ENGL 1401

1. Date: 3/6/08
2. Department: **English**
3. catalog Copy:

ENGL 1401. Introduction to Literary Study

Either semester. Three credits. Recommended for English majors.
Critical analysis, interpretation, and aesthetic appreciation of the three major genres: drama, prose fiction, and poetry.

4. Effective Date: immediately

Justification

1. Reasons for dropping this course: This course is now superseded by ENGL 2600, the new gateway course for the English major.
2. Other Departments Consulted: None
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Dates approved by:
English Department Courses and Curriculum Committee: 4/8/07
English Department Faculty: 5/1/07
6. Name, Phone Number, and e-mail address of principal contact person:
Harris Fairbanks, 487-2376, albert.fairbanks@uconn.edu

2008 – 76 Proposal to Change PNB 4400

1. Date: 4/14/08
2. Department: **Physiology and Neurobiology**
3. Nature of Proposed Change: **change course offering from alternate years to every year**

4. Current Catalog

PNB 4400. Biology of Nervous System Diseases

First semester, alternate years. Three credits. Prerequisite: PNB251 or PNB274; MCB200 or MCB203, MCB204 or MCB210; or consent of instructor. Nishiyama, Walikonis

Basic principles of genetics, molecular and cell biology, and physiology as applied to the mechanisms of disease and repair processes in the nervous system. Topics include established concepts and areas of current research on chronic neurodegenerative, synaptic, and demyelinating disorders, acute trauma and cerebrovascular disorders, and plasticity and repair.

5. Proposed Catalog Copy:

PNB 4400. Biology of Nervous System Diseases

First semester. Three credits. Prerequisite: PNB251 or PNB274; MCB200 or MCB203, MCB204 or MCB210; or consent of instructor. Nishiyama, Walikonis

Basic principles of genetics, molecular and cell biology, and physiology as applied to the mechanisms of disease and repair processes in the nervous system. Topics include established concepts and areas of current research on chronic neurodegenerative, synaptic, and demyelinating disorders, acute trauma and cerebrovascular disorders, and plasticity and repair.

6. Effective Date: immediately

Justification

1. Reasons for changing this course: PNB majors need an advanced undergraduate course that is offered every year.
2. Effect on Department's Curriculum: Will enable a greater number of PNB majors to take the course that is directly relevant to their major discipline.
3. Other Departments Consulted (see Note N): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: Nishiyama and Walikonis. No changes
7. Dates approved by (see Note Q):
Department Curriculum Committee: 4/11/08
Department Faculty: 4/11/08
8. Name, Phone Number, and e-mail address of principal contact person:
Akiko Nishiyama, 6-4561, akiko.nishiyama@uconn.edu

2008 – 77 **Proposal to Add MARN 5033**

1. Date: September 2008
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered: 2009

Final catalog Listing

MARN 5033. Aquatic Organic Geochemistry

*First semester, alternate even years. 3 credits. Lecture. Instructor consent required. Prerequisites: MARN4030W and one semester of organic chemistry. Skoog.*Distributions, reactions, and fates of non-living, natural organic material in the aquatic environment.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program MARN
2. Course Number 5033
3. Course Title: Aquatic Organic Geochemistry
4. Course description Distributions, reactions, and fates of non-living, natural organic material in the aquatic environment.
5. Number of Credits 3
6. Course type Lecture

Optional Items

7. Prerequisites, if applicable (see Note F):
One semester of organic chemistry
8. Recommended Preparation, if applicable NA
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)

Many students in our department carry out graduate work in fields where organic geochemistry knowledge is necessary. E.g. more than half of the professors in our department carry out research related to the global carbon cycle. It is therefore necessary to expand the advanced offerings in organic geochemistry.

2. Academic Merit (see Note L):

The topic of organic geochemistry is introduced in our undergraduate (MARN 4030W, formerly MARN 280W) and graduate courses (MARN 5030, formerly MARN 371), but our department presently has no advanced course covering this topic.

3. Overlapping Courses (see Note M): NA

4. Number of Students Expected: 5-10

5. Number and Size of Section: 1, 10 students

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

7. Staffing (see Note P): Annelie Skoog

8. Dates approved by (see Note Q):

Department Curriculum Committee: 05/01/08

Department Faculty: 05/02/08

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

Annelie Skoog

860-405-9220

annelie.skoog@uconn.edu

Syllabus AQUATIC ORGANIC GEOCHEMISTRY (AOG)
Principles, Processes and Bulk Techniques 3 credits

- I. Professor: Annelie Skoog, room 384 Marine Sciences Building, E-mail:
annelie.skoog@uconn.edu
- A. Class Hours: TTh 4.00-5.15
B. Office Hours: TTh 3-4 (or by arrangement)
C. Prerequisites: MARN280W and basic organic chemistry or consent of professor
- II. Course Aim and Scope:
- A. Aim: To convey the big picture of processes in aquatic environments as reflected by the distributions, reactions and fates of organic substances.
- B. Scope: Subject material will emphasize:
1. Processes, as opposed to detailed chemistry, definitions, or dogmas
 2. Aquatic systems (rivers, estuaries and ocean environments)
 3. Contemporary environments, versus ancient rocks and fossil fuels
 4. Natural organic compounds, as opposed to organic pollutants.
 5. Nonliving organic matter, versus biology, natural products and ecosystems.
- III. Course Format/Function:
- A. Lectures: Given Tuesday and Thursday. Before class, handouts will be distributed that contain pertinent figures and tables. Many class notes can be taken on the handout.
- B. Paper discussions: There will be discussions of primary literature on a regular basis. The students are expected to give positive and negative CONSTRUCTIVE criticism and comments on the papers.
- C. Reading logs: A reading log will be required for all material read in class (including chapters from main book, papers and other handouts) and will be graded for content, clarity and context. The reading logs are due at the time of the mid term and final exams. The reading logs should have the format of informal notes, comments, and connections with present or previous research performed by the student.
- D. Final paper and talk. The student will choose a topic from those covered in class. A 10-page, double-spaced, 12-point paper is due at the end of the semester. Two revisions of the paper will be used. The paper will be graded based on organization, clarity, concept and improvement from first to final draft. You will also give an American-Society-of-Limnology-and-Oceanography-format talk on your paper (12 minutes for talk, 3 for questions) using Power Point on the final day of class.
- E. Grading: Course grades will be based on a variety of activities:
1. Midterm exam (in class, 15% of grade)
 2. Final exam (cumulative, in class, 25% of grade)
 3. Reading log (2, 10% each)
 4. Homework (10%)
 5. Final paper and talk (15%)
 6. Overall class participation and participation quality (15%)
- IV. Literature:
- A. Biogeochemistry of marine dissolved organic matter, edited by Hansell and Carlson. Published by Academic Press 2002.
- B. Additional reading material will be handed out in class for the sections on coagulation, sorbtion, and partitioning.
- C. Papers for discussion will be handed out in class. Expect 3-6 papers per topic area.

Syllabus

Topic 1 Introduction

DOM concentration patterns and composition
Analytical methods for DOM

Topic 2 Organic matter production and degradation

Water-column processes that produce dead OM
Major biochemicals as geochemical tools
Processes eliminating OM
Models of carbon flow in the upper and lower water column
Fundamental aspects of microbial degradation
Cycling of DOC, DON and DOP
Indicators of degradation and diagenesis
Uncharacterized OM

Topic 3 River/estuary processes involving organic material

Locations and discharge of major rivers to the global oceans
Sources and sinks of OM within the river and estuary
Chemical characteristics of riverine OM
Effect of estuary type on OM residence time
Effect of OM on nutrient cycling in the estuary

Topic 4 Transport processes of organic material

The biological pump
Exchanges across the ocean-atmosphere interface
Water mass advection
Sediment transport
Fluxes over the sediment-water interface

Topic 5 Introduction to photochemical processes involving organic material

Light absorption and chemical structure
Reaction efficiency and rates
Attenuation of light
Role of microsurface layer
Role of fresh water lenses

Topic 6 Organic colloids and coagulation of organic material

Colloids in river, estuarine, coastal and open ocean waters. Abundance and formation pathways.
Coagulation theory as it applies to naturally occurring organic compounds

Topic 7 Sorption and partitioning of organic material

Surface chemistry overview
General qualities of surfaces in aquatic environments
Mechanisms of adsorption, absorption and desorption
Partition coefficients and isotherms
Effects of surfaces on microbial reactivity

Topic 8 Sedimentary preservation of organic material

OC-transfer from modern to inactive sediments
Open ocean, deltas and continental margins
Role of diagenesis and mineral matrixes

Topic 9 Isotope fractionation in organic material

What are stable isotopes?
How are isotopes used in biogeochemistry?
Biogeochemistry of the stable carbon isotopes
Biogeochemistry of the stable nitrogen isotopes

Topic 10 Controls on global cycles by organic material

Generalities
Negative Feedback mechanisms
Possible controls
Large scale effects
Inverse effects

2008 – 78 Proposal to Add PNB 3XXX

1. Date: 05/01/08
2. Department requesting this course: **PNB**
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing

PNB 3XXX. Stem Cell Biology

Second semester, alternate years. Three credits. Prerequisite: PNB 274 or PNB 250. Recommended Preparation: MCB 200 or MCB 203 or MCB 210 (which may be taken concurrently); or consent of instructor. *Conover*

Principles of stem cell biology and the use and applications of stem cells in research and therapy. Emphasis on molecular, cellular and physiological properties of stem cells, mechanisms of differentiation, use of recombinant DNA technology and application of stem cells in disease models.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): PNB
2. Course Number (see Note B): 3XXX
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: Stem Cell Biology
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): Principles of stem cell biology and the use and applications of stem cells in research and therapy. The focus will be on molecular, cellular and physiological properties of stem cells, mechanisms of differentiation, use of recombinant DNA technology and application of stem cells in disease models.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Two 75-minute class periods
8. Prerequisites, if applicable (see Note F): PNB 274 or PNB 250
9. Recommended Preparation, if applicable (see Note G): MCB 200 or MCB 203 or MCB 210 (which may be taken concurrently); or consent of instructor
10. Consent of Instructor, if applicable (see Note T): necessary if prerequisite is not met.
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): Conover
14. Open to Sophomores (see Note U): yes, if prerequisites are met
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)

Stem Cell Biology is a key area of research strength at the University and has become an important component of the Academic Plan. An undergraduate course on Stem Cell Biology will provide undergraduate students with the opportunity to learn more about this rapidly evolving field and its potential therapeutic applications. There is currently no existing undergraduate course on Stem Cell Biology at the University of Connecticut.

2. Academic Merit (see Note L):

This course will focus on presenting the characteristic properties and applications of stem cells, incorporating studies on both embryonic and adult stem cells. Special emphasis will be placed on mechanisms of self-renewal and directed differentiation of stem cells to organ-specific cell lineages. Use of recombinant DNA technology to direct stem cell differentiation toward specific lineages will also be examined. Ultimately the student will (1) develop an understanding of the molecular, cellular and physiological properties of stem cells; (2) examine how endogenous adult stem cells contribute to repair in adult tissues; (3) investigate how stem cells can be manipulated in culture to generate specific cell lineages and (4) learn how stem cells can be used in promoting regenerative repair in disease models. Special emphasis will be placed on recent technological advances in stem cell biology. This course will be counted toward the PNB major, and provide PNB majors with a new course option relevant to those planning careers in biomedical research or the health care professions.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 40
5. Number and Size of Section: 1 section, limit of 40 students
6. Effects on Other Departments (see Note N): This course should present no negative impact on other departments and instead should provide an additional course open to MCB and Biological Sciences majors. Development of this course was discussed with members of MCB and the Center for Regenerative Biology, both of whom are in favor of this offering.
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Joanne Conover, Ph.D.
9. Dates approved by (see Note Q):
Department Curriculum Committee: April 11th, 2008
Department Faculty: April 11th, 2008
10. Name, Phone Number, and e-mail address of principal contact person:
Joanne Conover, Ph.D.
Center for Regenerative Biology
Department of Physiology and Neurobiology
ATL Building
University of Connecticut
1392 Storrs Road
Storrs, CT 06269
tel: 860 486 8338
fax: 860 486 8809
email: joanne.conover@uconn.edu
Conover lab website: http://www.crb.uconn.edu/faculty/Joanne_C._Conover.html

2008 – 79 Proposal to Add ENGL 3320

1. Date: Sept. 4, 2008
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing:

ENGL 3320. Literature and Culture of India.

Either semester. Three credits. Not open for credit to students who have passed ENGL 218 or 3318 if either carried the subtitle "India."

Important texts, practices, and ideas drawn from the diverse traditions of Indian literature, arts, philosophy, and religion.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 3320
Have you verified with the Registrar that this number is available for use? ___ Yes ___X___ No
3. Course Title: Literature and Culture of India
4. Semester offered: Either
5. Number of Credits: Three
6. Course description: Important texts, practices, and ideas drawn from the diverse traditions of Indian literature, arts, philosophy, and religion.

Optional Items

11. Exclusions, if applicable: Not open for credit to students who have passed ENGL 218 or 3318 if either carried the subtitle "India."
14. Open to Sophomores: The course will be open to sophomores.

Justification

1. Reasons for adding this course: This course has been offered for some years as one subtopic of ENGL 218, Third World Literature. (Other sections of this course sometimes focus on the Caribbean or on Africa.) The English Department would like to establish the Indian version as a separate course largely to assist India Studies, for whom only the Indian version of 218/3318 now may be counted toward their minor.

2. Academic Merit: Indian literature and culture are enormously diverse. Indeed, they are more comparable to *European* literature and culture than to the traditions of any particular nation within Europe (e.g., England). Sanskrit poetry is older than Greek poetry; classical Indian drama is comparable in importance to at least Roman drama; Indian philosophies have spread throughout the world and are the source for much religious philosophy in the East; Muslim literature—particularly Sufi poetry—has flourished in India, in some cases second only to Persia; Indian classical music—which combines Persian and pre-Muslim period influences—is a highly developed system of great beauty and complexity; Indian movies are among the most watched films in the world; Indian novelists are currently among the most celebrated in the Anglophone world. Indeed, as the last point suggests, India is now part of the English-speaking world. According to some estimates, it has more English speakers than the U.S. Even if one's only goal is to understand the contemporary, Anglophone aspects of India—whether for purely literary reasons or for reasons of international relations or global business—one needs to understand and appreciate this diverse cultural background. Of course, that is by no means the only goal of this course, which is based on recognizing and exploring the intrinsic value of Indian literary, aesthetic, philosophical, and other traditions.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 70

5. Number and Size of Section: Two sections of 35.
6. Effects on Other Departments: The change is intended to facilitate bookkeeping for India Studies in auditing those of their minors who claim this course. See item 1 above.
7. Effects on Regional Campuses: None
8. Staffing (see Note P): No change from current 218/3318 "India."
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: 9/3/08
 - Department Faculty: 9/3/08

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

A. Harris Fairbanks

6-2376

albert.fairbanks@uconn.edu

2008 – 80 Proposal to Change ENGL 3010W 1. Date: 09/4/08

2. Department: 3. Nature of Proposed Change: **drop restriction**

4. Current Catalog Copy:

3010W. Advanced Composition for Prospective Teachers

(209W) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Designed primarily for English education majors. May not be used to meet the English major requirement.

Advanced training in composition, with consideration of the problem of teaching writing.

5. Proposed Catalog Copy:

3010W. Advanced Composition for Prospective Teachers

(209W) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Designed primarily for English education majors.

Advanced training in composition, with consideration of the problem of teaching writing.

6. Effective Date: Spring 2009

Justification

1. Reasons for changing this course: This restriction was originally imposed when the English major required only eight courses, and it was felt that they did not allow room for those with a primarily pedagogical focus. The major requirement has now been expanded to ten courses, alleviating this constraint. ENGL 3010 will, however, be added to a list of other courses focusing on writing from which only three credits may be counted toward the major.

Also, the English Department is now placing greater emphasis upon composition and upon collaboration with the Neag School of Education. In particular, this change is in keeping with the recent decision by the university senate to allow Neag students to receive a dual degree, in this case in English and Education.

2. Effect on Department's Curriculum: The course will now be allowed to count toward the major.

3. Other Departments Consulted: English Education

4. Effects on Other Departments: It will benefit English Education.

5. Effects on Regional Campuses: None.

6. Staffing: Unchanged.

7. Dates approved by (see Note Q):

Department Curriculum Committee: 2/13/08

Department Faculty: 9/3/08

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

Jason Courtmanche, x-5772, jason.courtmanche@uconn.edu

2008 – 81 Proposal to Add ENGL 2411 & 2411W

1. Date: September 4, 2008
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Fall 2009

Final Catalog Listing

ENGL 2411. Popular Literature

Either semester. Three credits. Prerequisite: : ENGL 1010 or 1011 or 3800.
Popular literature through the application of literary theory.

ENGL 2411W. Popular Literature

Prerequisite: : ENGL 1010 or 1011 or 3800.
Popular literature through the application of literary theory.

Items included in catalog Listing:

Obligatory Items

1. Four-letter abbreviation for Department or Program: ENGL
2. Course Number: 2411W
3. Course Title: Popular Literature
4. Semester offered: Either semester
5. Number of Credits: 3

Course description: Popular literature through the application of literary theory.

6.

Optional Items

7. Number of Class Periods, if not standard: standard
8. Prerequisites: ENGL 1010 or 1011 or 3800.
9. Recommended Preparation, if applicable: not applicable
10. Consent of Instructor, if applicable: not applicable
11. Exclusions, if applicable: not applicable
12. Repetition for credit, if applicable: no
13. Instructor(s) names if they will appear in catalog copy: not applicable
14. Open to sophomores: yes
15. Skill Codes: "W"
16. S/U grading: no

Justification

1. Reasons for adding this course: Many universities now offer courses focusing on popular literature, as students often demand such courses and an increasing number of faculty focus their research in this area. Popular literature often represents issues of identity—gender, class, race, age, sexuality—in either highly conservative or highly subversive ways, and is thus a rich site for students of varied backgrounds to learn how to critically analyze fiction and to better understand and articulate their own responses to everyday representations of cultural materials. The goals of this course are congruent with those of the English department.
2. Academic merit: The overall objective of this course is to help students become critical users of popular culture within a context of academic discourse and analysis. Ultimately, the course will provide students with a framework from which to enter into critical conversations about literature. Students will gain a great deal of knowledge about a specific set of popular texts, including the material conditions surrounding their construction, general trends in their popular reception, and critical approaches that have been employed in reading them. More importantly, they will gain a skill set that can be used in reading any set of literary texts. They will develop abilities in: understanding difficult theoretical material, applying that material to texts, evaluating and

synthesizing existing approaches to texts, and analyzing representations of literary constructs within texts. When 2411 is offered as a W course, students will also spend a great deal of time developing graceful and effective prose that clearly communicates their analyses.

3. Overlapping courses: None.
4. Number of Students Expected: 19
5. Number and Size of Section: 1 per semester
6. Effects on Other Departments: This course was proposed to the Provost's General Education Requirement Course Development Grant as a linked course with WS 2XXW (developed by Kathleen O'Reilly). It should have no effect on the WS department, although students taking both courses should gain depth in their ability to read material and literary culture.
7. Effects on Regional Campuses: This course can be taught on the regional campuses.
8. Staffing: This course will be staffed by adjunct or full-time faculty with expertise in the field of popular literature.
9. Dates approved by:
 Dept. C&C: 9/26/07
 Dept.: 10/17/07
10. Name, Phone Number, and e-mail address of principal contact person: Pamela Bedore, Department of English, 405-9135, pamela.bedore@uconn.edu.

2008 – 82 Proposal to Change ENGL 3406

1. Date: 9/4/08
2. Department: **English**
3. Nature of Proposed Change: **Change number from 3000- level to 2000-level;
Create W version
Remove restriction to juniors and above;
Modify course description**

4. Current Catalog Copy:

3406. Modern Drama

(236) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher. Modern British, American, and Continental drama, with the reading and discussion of some 25 representative plays.

5. Proposed Catalog Copy:

2408. Modern Drama

(236) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Modern British, American, and Continental drama, with the reading and discussion of some 15-20 representative plays.

2408W. Modern Drama

Prerequisite: ENGL 1010 or 1011 or 3800.

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

Justification

1. Reasons for changing this course: We intend to seek GEOC approval for CA 1 status for this course and also to create a W version. We are doing so partly to fulfill a request from Vice Provost Makowsky for more W and gen ed courses at the 2000 level for BGS students at the regional campuses and partly to serve the London Program, soon to be expanded, where students from the professional schools in particular will need gen ed and W courses to permit them to work toward degree requirements while studying abroad. This course has been offered in London for years with great success since the city's abundance of theaters has always offered a steady supply of plays in the modern and contemporary repertoires. The new course description for both 2408 and 2408W will removed the restriction to juniors and above to open the course to sophomores both in London and on the regional campuses. (Some professional schools intend their participation in the London Program to be limited almost exclusively to sophomores.)

The number of plays is also reduced from the current "some 20 plays" to "some 15-20 plays" to reflect actual practice on the Storrs campus and in London.

2. Effect on Department's Curriculum: No change
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: It will expand gen ed opportunities for W and CA 1 per their request.
6. Staffing: No change
7. Dates approved by:
Department Curriculum Committee: 9/3/08
Department Faculty: 9/3/08
8. Name, Phone Number, and e-mail address of principal contact person:

A. Harris Fairbanks
6-2376
albert.fairbanks@uconn.edu

2008 – 83 Proposal to Change ENGL 3409

1. Date: 9/4/09

2. Department: **English**
3. Nature of Proposed Change: **Renumber course from 3000- to 2000-level**
4. Current Catalog Copy:

3409. The Modern Novel

(212) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.
Major twentieth-century novels.

5. Proposed Catalog Copy:

2409. The Modern Novel

(212) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.
Major twentieth-century novels.

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

Justification

1. Reasons for changing this course: Vice Provost Makowsky, the regional campuses, and a former director of GEOC have requested that more gen ed English courses at the 2000+ level be made available at the regional campuses, especially for BGS students. We intend to seek CA 1 status for The Modern Novel from GEOC. Our regional campus staff tell us that their students may be deterred from taking the course by a 3000-level designation. As this course is currently open to sophomores, the number change will not signify any meaningful change in course content.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted: NA

4. Effects on Other Departments: None

5. Effects on Regional Campuses: It will extend gen ed opportunities, and the change was designed mainly to benefit the regional campuses.

6. Staffing: Unchanged

7. Dates approved by:

Department Curriculum Committee: 9/26/07

Department Faculty: 9/17/07 (change number), 10/17/07 (request CA 1 status)

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

A. Harris Fairbanks

6-2376

albert.fairbanks@uconn.edu

2008 – 84 Proposal to Change the Marine Biology Minor

1. Date: September 5 2008

2. Department requesting this change: Marine Sciences

3. Title of Minor: Marine Biology

4. Nature of Change: Correction of listings of courses included in the Minor

5. Existing catalog Description of the Minor:

This minor requires at least 15 credits of 2000-level or above course work.

Required courses are: MARN3014/EEB3230; MARN4010*

In addition, students must take at least three of the following courses**: MARN3012, 3013, 3016 or 3030/5032, 3015/5015, 3017/5017, 3811, 5014, 5016; EEB 4200, 4275. Students may use MARN 4893, 4895, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

*Students who have taken both MARN 2002 and 3001 may substitute these for MARN4010

** Coastal Studies majors may use only one 2000-level or above MARN elective course to count for both the major and the Marine Biology minor.

The minor is offered by the Marine Sciences Department.

6. Proposed catalog Description of the Minor:

This minor requires at least 15 credits of 2000-level or above course work.

Required courses are: MARN3014/EEB3230; MARN4010*

In addition, students must take at least three of the following courses**: MARN3012 or EEB4275, MARN 3013, 3016 or 3030/5032, 3015/5015, 3017/5017, 3811, 5014, 5016; EEB 4200. Students may use MARN 4893, 4895, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

*Students who have taken both MARN 2002 and 3001 may substitute these for MARN4010

** Coastal Studies majors may use only one 2000-level or above MARN elective course to count for both the major and the Marine Biology minor.

The minor is offered by the Marine Sciences Department.

7. Effective Date immediately

Justification

1. Why is a change required?

MARN3012 and EEB 4275 are both courses in invertebrate biology. MARN3012 is offered at Avery Point, while EEB 4275 is offered at Storrs. It should not be possible for students to take both for credit, since the content is too similar. This was always the intent when designing the Minor, and the description of the Minor on the Marine Science website describes this correctly. The catalog does not and that is why we are now requesting a correction of the catalog description of the Minor.

2. What is the impact on students?

Taking both EEB 4275 and MARN 3012 would presently not be approved as part of a study plan for the Minor, so there is really no practical impact on the students. However, alignment of the catalog description with the description of the Minor on the department's web site will make the requirements clearer for the students.

3. What is the impact on regional campuses? None

4. Attach a revised "Minor Plan of Study" form to this proposal

Attached, but note: The Minor Plan of Study always contained the information that students can take either MARN3012 or EEB 4275. So the Plan of Study has actually not changed.

5. Dates approved by (see Note Q):

Department Curriculum Committee: September 3, 2008

Department Faculty: September 5, 2008

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

Annelie Skoog, 860-405-9220, annelie.skoog@uconn.edu

MARINE BIOLOGY PLAN OF STUDY

Instructions to students: In order to demonstrate that you have satisfied all requirements for the Marine Biology Minor you need to obtain a signature on two copies of this form from an advisor in the Department of Marine Sciences or the Coastal Studies Coordinator. You need to give one signed copy to your advisor and you need to include one signed copy when you submit your final plan of study to the Registrar's Office.

NOTE: In order to graduate with a Minor in Marine Biology you need to earn a grade of C or better in all courses in the Minor. A maximum of 3 credits towards the Minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not allowed for courses in a Minor.

Requirements: Students wishing to complete this Minor must take at least 15 credits of 3000-level (or higher) courses. Coastal Studies majors may use only one 3000-level (or higher) elective course to count for both the Major and the Minor.

A. Required courses:

MARN4010*: _____ (3 cr.) "Biological Oceanography"
MARN3014 or EEB3230 _____ (3 cr.) "Marine Biology"

* Students who have taken both MARN 2002 and 3001 may use these instead of MARN4010.

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

MARN3016 or MARN3030 _____ (3 cr.) "Marine Microbiology" or (3 cr.) "Coastal Pollution and Bioremediation"
MARN3811 _____ (3 cr.) "Marine Mammals"
MARN3012 or EEB4275 _____ (3 cr.) "Marine Invertebrate Biology" or (4 cr.) "Invertebrate Zoology"
MARN3013 _____ (3 cr.) "Environmental Physiology of Marine Animals"
MARN3015 _____ (3 cr.) "Molecular Approaches to Biological Oceanography"
MARN3017 _____ (3 cr.) "Plankton Ecology"
MARN5014 _____ (3 cr.) "Marine Phytoplankton"
MARN5016 _____ (3 cr.) "Marine Zooplankton"
EEB4200 _____ (3 cr.) "Biology of Fishes"
MARN4893 _____ (3 cr.) "Foreign Study" (prior approval necessary)
MARN4895 _____ (3 cr.) "Special Topics" (prior approval necessary)

Student name: _____ Student ID #: _____

Student E-mail: _____

Student signature: _____

Advisor approval of the above program for the Minor in Marine Biology:

Printed name: _____ Title: _____

Signature: _____ Date: _____

2008 – 85 Proposal to Change GEOG 3400

1. Date: 28 August 2008
2. Department: **Geography**
3. Nature of Proposed Change: **Add recommended preparation courses** to GEOG 3400

4. Current Catalog Copy:

3400. Climate and Weather

(215) First Semester. Three credits.

Analysis of atmospheric processes giving rise to weather systems and climate patterns. The dynamic integration of atmospheric systems is emphasized.

5. Proposed Catalog Copy:

3400. Climate and Weather

(215) Either Semester. Three credits. **Recommended preparation: GEOG 1300 or GEOG 2300**

Analysis of atmospheric processes giving rise to weather systems and climate patterns. The dynamic integration of atmospheric systems is emphasized.

6. Effective Date:

Immediately

Justification

1. Reasons for changing this course: This course will build on the basic knowledge of weather and climate introduced in GEOG 1300 (Climate, weather and environment) and GEOG 2300 (Introduction to Physical Geography).
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: None
7. Dates approved by: Department Curriculum Committee: 8/29/08
Department Faculty: 9/3/08
8. Name, Phone Number, and e-mail address of principal contact person:
Anji Seth, 486-4660, anji.seth@uconn.edu

2008 – 86 **Proposal to Change the Geographic Information Science Minor**

1. Date: 9/xx/08
2. Department requesting this change: Geography
3. Title of Minor: Geographic Information Science
4. Nature of Change: Changes in the list of courses that may be taken for the minor.

5. Existing catalog Description of the Minor:

The minor consists of courses that concern spatial data acquisition, evaluation, manipulation, and analysis. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: GEOG 4500 and GEOG 4510
2. One of the following: GEOG 3510, 3520
3. One of the following: ECON 2326, GEOG 3500Q, MATH 3710, STAT 2215Q

Geography majors may not select GEOG 3500Q, and may not use any other Geography course to fulfill both major and minor requirements.

The minor is offered by the Geography Department.

6. Proposed catalog Description of the Minor:

The minor consists of courses that concern spatial data acquisition, evaluation, manipulation, and analysis. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: GEOG 4500 and GEOG 4510
2. One of the following: GEOG 3510, **3500Q**
3. One of the following: **ECON 2326, GEOG 2510, GEOG 3110, GEOG 3505,**
GEOG 4520, MARN 3505, MATH 3710, STAT 2215Q

Geography majors **may not use any Geography course** to fulfill both major and minor requirements.

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

7. Effective Date: Fall, 2008

Justification

1. Why is a change required? These changes are needed because there have been additions in departmental course offerings and there have been changes in the requirements for a Geography major.
2. What is the impact on students? Students can choose from a wider range of courses, all of which are related to an education in GISc.
3. What is the impact on regional campuses? There should be no impact.
4. Attach a revised "Minor Plan of Study" form to this proposal:

Geographic Information Science Minor Plan of Study

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

Name of Student: _____

Required Courses: GEOG 4500 _____
GEOG 4510 _____

Select One: GEOG 3510 _____
GEOG 3500Q _____

Select One: ECON 2326 _____ GEOG 2510 _____ GEOG 3110 _____
GEOG 3505 _____ GEOG 4520 _____ MARN 3505 _____
MATH 3710 _____ STAT 2215Q _____

I approve the above program for the (B.A. or B.S.) Minor in Geographic Information Science.
(signed) _____ Dept. of Geography
Minor Advisor

5. Dates approved by: Department Curriculum Committee: 8/28/08

Department Faculty: 9/3/08

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

Robert Cromley, x-2059, robert.cromley@uconn.edu

2008 – 87 Proposal to Add PSYC 5400

1. Date: **September 10, 2008**
2. Department requesting this course: **Psychology**
3. Semester and year in which course will be first offered: **Fall 2009**

Final catalog Listing

PSYC 5400. Research Seminar in Developmental Psychology

1 Credit. Instructor Consent Required. May be repeated for up to 12 credits. Seminar. Current research in developmental psychology, with intra- and extramural speakers and directed readings.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **PSYC**
2. Course Number **5400**

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? **Not applicable**

3. Course Title:

Research Seminar in Developmental Psychology

4. Course description Current research in developmental psychology, with intra- and extramural speakers and directed readings.
5. Number of Credits **1**
6. Course type **Seminar**

Optional Items

7. Prerequisites, if applicable (see Note F):
Students must be admitted to a graduate program in Psychology.
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
Consent of Instructor Required.
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
Repeatable for up to 12 credits.
12. S/U grading, if applicable (see Note X):

Justification

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

There is no existing course that specifically covers the broad range of topics in developmental psychology that will be addressed in this course. Intra- and extramural speakers will review their current research programs, thus permitting graduate students and faculty to engage in dialogue with active researchers about cutting-edge research in the field.

2. Academic Merit (see Note L):

Graduate students need the opportunity to hear and react to current research in their chosen field. The Graduate Program in Developmental psychology has active researchers in several subdisciplines of developmental psychology, and it is critical that graduate students be exposed to cutting-edge research in both their own, and other, subdisciplines. The seminar and colloquium format of this course will allow students and faculty to come together weekly to engage other researchers and to report on their own programs of research. Such experience and training is critical to the academic success of the students.

3. Overlapping Courses **None**
4. Number of Students Expected: **15 per offering**
5. Number and Size of Section: **15**

6. Effects on Other Departments (see Note N): **None**
7. Staffing (see Note P): **Faculty from the Graduate Program in Developmental Psychology**
8. Dates approved by (see Note Q):
Department Curriculum Committee: **Sept 12, 2008**
Department Faculty: **N/A**
9. Name, Phone Number, and e-mail address of principal contact person:
James A. Green
486-4941 or 4301
James.Green@UConn.edu