

College of Liberal Arts & Sciences Committee on Curricula & Courses

Departmental Course Proposals for the 13 October 2009 Meeting

I. PROPOSAL POSTPONED FROM A PREVIOUS MEETING:

2009 – 57 Add CLCS 2XXX [REVISED SUBMISSION]

1. Date: September 7, 2009
2. Department requesting this course: **Modern and Classical Languages**
3. Semester and year in which course will be first offered: Fall 2010

Final catalog Listing (see Note A):

CLCS 2XXX. Intercultural Competency for Global Perspectives

First semester, three credits.

Introduction to the study of communication among cultures, from the perspective of the field of cultural studies. Topics may include culture's effect on communication behaviors, semiotics, multi-disciplinary theories of culture, and stereotypes.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CLCS / MCL
2. Course Number (see Note B): 2XXX
3. Course Title: Intercultural Competency for Global Perspectives
4. Semester offered (see Note C): Fall
5. Number of Credits (see Note D): Three
6. Course description (second paragraph of catalog entry -- see Note K):

Introduction to the study of communication among cultures, from the perspective of the field of cultural studies. Topics may include culture's effect on communication behaviors, semiotics, multi-disciplinary theories of culture, and stereotypes.

Optional Items

7. Number of Class Periods, if not standard (see Note E): n/a
8. Prerequisites, if applicable (see Note F): n/a
9. Recommended Preparation, if applicable (see Note G): n/a
10. Consent of Instructor, if applicable (see Note T): n/a
11. Exclusions, if applicable (see Note H): none
12. Repetition for credit, if applicable (see Note I): May be repeated for credit
13. Instructor(s) names if they will appear in catalog copy (see Note J): Finger, Anke
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T): none
16. S/U grading (see Note W): No

Justification

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

Recipient of Provost's General Education Course Enhancement Grant 2009

Specifically, the course seeks to

- offer sophomores, juniors, and seniors necessary preparation for their training as global citizens and, as such, supports UConn's global citizen initiative
- focuses on several countries and areas inasmuch as authentic materials, readings, and guest speakers will cover numerous cultures, including perspectives from Asia, Africa, Europe, and the Americas

- enhance existing courses within the CA1 and CA4 categories by introducing students to the international field of intercultural communication and the interdisciplinary concepts of intercultural competency and global competency for life-long learning
- support and interlink with UConn programs and initiatives such as Study Abroad and Global House
- address competition emphases on large courses (the course will begin at 50 students and has the potential to grow to about 150), online courses (within a blended learning framework), and facilitating global learning
- fill an important gap since a) intercultural competency and its variations (i.e., "Culture IQ" or CQ in the business world and global competency within study abroad) are becoming much sought-after soft skills in numerous professional and international settings and are rarely specifically taught in U.S. college settings and b) the Study Abroad program so far can only offer a one-time presentation on intercultural sensitivity training for students embarking on a study abroad program

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

What is communication? What is culture? What is identity? This course will work on some possible answers to these notoriously thorny questions, based on insights from research in intercultural communication, sociolinguistics, pragmatology, history, literature, and cultural studies. Concrete examples of speech and communicative structures and communicative behavior will support an intercultural and comparative approach to cultural commonalities and differences as apparent in proxemics, chronemics, taboos, importance of historical events in everyday life, and hot words or hot spots. The **objectives of this course** are to explore cultures via characteristics of intra-cultural communication (varieties of language marked by history and region, by gender, and by migration); to acknowledge regional and ethnic variations of cultural value systems as expressed in everyday interactions as well as cultural products (texts, films, images); to learn to reflect on one's own cultural "branding" or vantage point as determined by ethnicity, region, or language(s); and to acquire a basic understanding of the concepts intercultural competency and global competency within the context of life-long learning at home and abroad (study abroad, diversity training, teamwork in different career paths, international internships, assignments, and careers).

The teaching approach will be based on blended learning, consisting of traditional delivery of course content within a lecture and discussion setting (including group work, invited speakers from relevant disciplines, and cultural informers) and online materials. The online materials will include: a blog accompanying the course, occasional wikis, a Ning site for students (with supervision by instructor), including cultural informants, and an e-portfolio.

3. Overlapping Courses (see [Note M](#)): none

4. Number of Students Expected: 150

5. Number and Size of Section: n/a

6. Effects on Other Departments (see [Note N](#)): n/a

No such course exists on the Storrs campus or the regional campuses. While COMM 4460 currently includes a few of the elements proposed here, it a) focuses primarily on political and social issues as presented via television and other mass media, paying special attention to the representations of the Middle East in Western countries and b) is small and restricted to upper-level undergraduates.

7. Effects on Regional Campuses: none

8. Staffing (see [Note P](#)): Finger, Anke

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

Department Curriculum Committee: 9/11/09

Department Faculty: 9/11/09

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

Anke Finger 486-3313 anke.finger@uconn.edu

II. NEW DEPARTMENTAL PROPOSALS:

2009 – 62 Proposal to Change the Marine Biology Minor

1. Date: Feb. 25, 2009
2. Department requesting this change: **Department of Marine Sciences**
3. Title of Minor: **Marine Biology**
4. Nature of Change: **Add EEB 3250, Biology of the Algae, as an elective course** for the Marine Biology minor.

5. Existing catalog Description of the Minor:

Marine Biology

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

Required courses are: MARN 3014/EEB 3230; MARN 4010*

In addition, students must take at least three of the following courses**:

MARN 3012 or EEB 4275, 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 MARN 4010

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

The minor is offered by the Marine Science Department.

6. Proposed catalog Description of the Minor:

Marine Biology

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

Required courses are: MARN 3014/EEB 3230; MARN 4010*

In addition, students must take at least three of the following courses**:

MARN 3012 or EEB 4275, 3013, 3016 or 3030/5032, 3015/5015, 3017/5017, 3811, 5014, 5016; EEB **3250**, 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 MARN 4010

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

The minor is offered by the Marine Science Department.

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

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

Justification

1. Why is a change required?

This course presents an introduction to algae that focuses primarily on marine taxa. For each major group of algae covered, cellular features (pigments, plastid structure, storage products, cell walls or coverings, cell division, swimming cell morphology), thallus morphology, and reproduction are presented. Students get most of the taxonomy in the lab portion of the lab, and through preparation of their own collection. The course also contains 2 coastal field trips to explore marine algae. With its focus on marine algae, it is considered an appropriate course to be included in the Marine Biology minor.

2. What is the impact on students?

This course offering is presented at the Storrs campus and provides more options for students based at Storrs to complete the Marine Biology minor.

3. What is the impact on regional campuses?

None4. Attach a revised "Minor Plan of Study" form to this proposal See attached

5. Dates approved by (see Note Q):
Department Curriculum Committee: February 10 2009
Department Faculty: March 6 2009

6. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen 860-405-9239 heidi.dierssen@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)
EEB3250 _____ **(3 cr.) "Biology of the Algae"**

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: _____

2009 – 63 Proposal to Change ANTH 5377

1. Date: Sept 7, 2009

2. Department: **Anthropology**

3. Nature of Proposed Change: **Change of course name:** Anthropology 5377, International Health, and slight modification of **course description.**

4. Current Catalog Copy:

ANTH 5377 International Health.

(ANTH 377) 3 credits. Seminar.

The role of anthropology in international health, morbidity and mortality, population, maternal and child health, nutrition, infectious diseases and epidemiology, health care infrastructure and underdevelopment.

5. Proposed Catalog Copy:

ANTH 5377 International Health.

(ANTH 377) 3 credits. Seminar.

The role of anthropology in global health, morbidity and mortality, population, maternal and child health, nutrition, infectious diseases and epidemiology, environmental health, health care infrastructure, health disparities, and globalism and underdevelopment

6. Effective Date (semester, year):

Immediate

Justification

1. Reasons for changing this course:

Terminology in medical anthropology (and related fields) has changed in recent years as a consequence of global processes. Generally, the term “global health” has replaced “international health” in both medical anthropology and public health courses, textbooks, professional publications and discourse. This change reflects a movement from thinking about the health conditions in countries as primarily a reflection of internal conditions toward a fuller recognition of the worldwide impact of global processes (e.g., communication technology, productive technologies, health care practices and understandings, market forces) and global flows of commodities, people, infectious diseases and disease vectors, and the effects of climate change. The proposed change brings the course up to date with changes in medical anthropology and in the world. The centrality of globalization to contemporary practice and conceptualization in anthropology is already reflected in the Anthropology section of the UCONN catalogue which notes that “Selected study areas at the Ph.D. level include: applied medical anthropology, ecology and evolution, globalization and transnational studies,....” (p. 44).

2. Effect on Department's Curriculum:

As this is seen as an updating adjustment to reflect contemporary understanding and terminology no effect on the departments curriculum is anticipated.

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

Other departments have not been consulted on the proposed change. However, a word search of the current UCONN graduate catalogue was conducted for the term “global” and no courses on global health or closely related topics were identified.

4. Effects on Other Departments:

In light of the nature of the changes being proposed and the search mentioned above, it is not anticipated that the proposed change will have any noticeable effect on other departments.

5. Effects on Regional Campuses:

Dr. Stephen Schensul, Dept. of Community Medicine and an affiliate of the Dept. of Anthropology, offers a course entitled “International Health” at the University of Connecticut Health Center. According to Dr. Schensul, students enrolled in this course are, primarily, MPH students, and not anthropology students. He sees no conflict or effects on his course of the proposed change (communication 9/6/09)

6. Staffing:

It is anticipated that this course will continue to be taught by Dr. Pamela Erickson or Dr. Merrill Singer, both from the Department of Anthropology.

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

Department Curriculum Committee: 8 September, 2009

Department Faculty: 8 September, 2009

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

Pamela Erickson

Pamela.erickson@uconn.edu

486-1736

Merrill Singer

Merrill.Singer@Uconn.edu

486-0093 or 860/593-5249.

2009 – 64 Proposal to Add CLCS 1XXX. [Pending departmental revisions]

CLCS 1XXX. Reading Between the Arts

Either Semester. Three credits. Interrelations between literature, music, and the visual arts, including multi-media. Introduction to Interart Studies.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CLCS
2. Course Number (see Note B): 1XXX
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: *Reading Between the Arts*
4. Semester offered (see Note C): *either semester*
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):

Interrelations between literature, music, and the visual arts, including multi-media. Introduction to Interart Studies.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): *none*
9. Recommended Preparation, if applicable (see Note G): *none*
10. Consent of Instructor, if applicable (see Note T): *none*
11. Exclusions, if applicable (see Note H): **Honors students only**
12. Repetition for credit, if applicable (see Note I): *no*
13. Instructor(s) names if they will appear in catalog copy (see Note J): *Anke Finger*
14. Open to Sophomores (see Note U): *yes*
15. Skill Codes "W", "Q", or "C" (see Note T): *none*
16. S/U grading (see Note W):

Justification

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

To the instructor's knowledge, no course on international interart studies or comparative arts and media studies exists at UConn. Neither the departments of Art History nor Music offer a course specifically on reading between the arts; English or MCL do not offer such a course either. Susan Lyons's proposed Gen Ed course for the Avery Point campus, "Creative Pathways," focuses more on the processes of art productions (e.g., creative writing) rather than on reading and semiotics in the field of international interart studies and new media. At a time of increasing communication between the arts, due to the rise of video art, hypertext, computer technology, and multimedia, students should have access to and be able to articulate the history of interrelations between the arts and how these interrelations may be approached and negotiated today and in the future. Most importantly, students should begin to acquire a working vocabulary with which to communicate in and comment on an increasingly complex world of human and artistic expression in different but interrelated media and in order to learn to bridge the natural sciences and humanities.

2. Academic Merit (see Note L):

This course will expose Honors students to the network of knowledge and ideas across disciplines, especially literature, the visual arts, and music; it aims to encourage the development of critical thinking between literature and other arts and new media; it contributes to an intellectually exciting curriculum that reflects the expertise and vision of the UConn faculty (the instructor is an expert in interart studies); it provides a meaningful framework within which high-achieving students can pursue future studies and better apply their education to complex problems of the twenty-first century, especially regarding interdisciplinary communication; and it nurtures students' intellectual curiosity and drive towards

excellence, especially with dialoguing about and commenting on human creativity and cultural expression. Furthermore, the kind of semiotic and cross- and trans-disciplinary reading skills explored in this class are considered essential in a fast-changing world that has created many interdisciplinary and hybrid fields where methods and epistemologies established in one area float into others, challenging any professional to negotiate different traditions of interpretation and meaning. UConn, at this point, does not offer any programs specifically focusing on the intersection of comparative arts and media studies, and this course presents a beginning of inquiry for UConn Honors students.

3. *Overlapping Courses (see Note M): none*

4. *Number of Students Expected: 25 max.*

5. *Number and Size of Section: 1/25*

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

7. *Effects on Regional Campuses: none*

8. *Staffing (see Note P):*

9. *Dates approved by (see Note Q):*

Department Curriculum Committee: 10/2/09

Department Faculty: 10/2/09

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

*Anke Finger
anke.finger@uconn.edu
486-3313*

2009 – 65 Proposal to Change GSCI 4735 / NRE 4135

1. Date: 9/9/09
2. Department: **Integrative Geoscience**
3. Nature of Proposed Change: **Modifying prerequisites, lab hours.**

4. Current Catalog Copy:

4735. Introduction to Ground-Water Hydrology

(234C) (Formerly offered as GEOL 4735C.) (Also offered as [NRE 4135](#).) First semester. Four credits. Three class periods and one 2-hour laboratory for which occasional field trips will be substituted. Prerequisite: [MATH 1122](#) or [1132](#); **Error! Hyperlink reference not valid.**; or [GSCI 1051](#) and [1052](#); or instructor consent; open to juniors or higher. *Robbins*

Basic hydrologic principles with emphasis on ground water flow and quality, geologic relationships, quantitative analysis and field methods.

5. Proposed Catalog Copy:

4735. Introduction to Ground-Water Hydrology

(234C) (Formerly offered as GEOL 4735C.) (Also offered as [NRE 4135](#).) First semester. Four credits. Three class periods and one 3-hour laboratory for which occasional field trips will be substituted. Prerequisite: [GSCI 1050](#); or [GSCI 1051](#) and [1052](#); or instructor consent; open to juniors or higher.. *Robbins*

Basic hydrologic principles with emphasis on ground water flow and quality, geologic relationships, quantitative analysis and field methods.

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

6. Effective Date (semester, year -- see [Note R](#)): fall 2010

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

Justification

1. Reasons for changing this course:

Change 2 hour to 3 hour lab. The course has always had a three hour lab. This is a typo correction. Drop the math requirement. Formerly, the math requirement consisted of only 1 semester of calculus. When the course number changes took place, it seems that the wrong math requirements were substituted into the course description. In any case, the course has evolved to the point where spreadsheets are relied upon for all calculations and there is no need for calculus.

2. Effect on Department's Curriculum: None.

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

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None.

6. Staffing: No impacts.

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

Department Curriculum Committee: 9/16/09

Department Faculty: 9/16/09

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

Gary Robbins

486-2448

gary.robbins@uconn.edu

**2009 – 66 Proposal to Change the Actuarial Science Major
(Actuarial Science Proposal I, corrected)**

1. Date: October 6, 2009
2. Department requesting this change: **Mathematics**
3. Title of Major: **Actuarial Science Majors**
4. Nature of Change: Change **minimum requirements** of our actuarial science program
5. Effective Date: Immediately

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

a. Description of the Major as approved by CLAS CCC on February 17, 2009:

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, 3634, STAT 3375Q-3445; either MATH 3631 or 3632; 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.

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.

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, 3634, STAT 3375Q-3445; either MATH 3631 or 3632; 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 3.2 or higher or a grade point average of 3.2 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 3.2 or higher.

Justification

1. Reasons for changing these courses: The growth of our program has put considerable strain on our resources.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments:

In recent years the program has attracted sufficiently many highly qualified students that increased selectivity is necessary to keep enrollments within our resource constraints.

5. Effects on Regional Campuses: None

6. Staffing: Requires one adjunct

7. Dates approved by:

Department Curriculum Committee: April 7, 2009

Department Faculty: May 6, 2009

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

James Trimble, 486-8392

trimble@math.uconn.edu

2009 – 67 Proposal to Change MATH 2720W

1. Date: May 6, 2009
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change course prerequisites**

4. Current catalog copy:

2720W. (242W) History of Mathematics

Either semester, alternate years. Three credits. Prerequisite: Either (i) MATH 2110 or 2130, and 2410, or (ii) 2144 or 2420; and ENGL 1010 or 1011 or 3800. This course may not be counted in any of the major groups described in the Mathematics Departmental listing.

A historical study of the growth of the various fields of mathematics.

5. Proposed Catalog Copy:

2720W. (242W) History of Mathematics

Either semester, alternate years. Three credits. Prerequisite: Either (i) MATH 2110 or 2130, and either 2210 or 2410, or (ii) MATH 2144 or 2420; and ENGL 1010 or 1011 or 3800. This course may not be counted in any of the major groups described in the Mathematics Departmental listing.

A historical study of the growth of the various fields of mathematics.

6. Effective Date: Immediate

Justification

1. Reasons for changing this course:

We no longer cover the role of differential equations in the history of calculus - in particular, Leibniz's solution of the problem of orthogonal families of curves, which was a major reason for requiring the differential equations class as a prerequisite. The proposal seeks to require a suitable level of mathematical maturity from the students by changing the differential equations requirement to either differential equations or introductory linear algebra.

Effect on students. Actuarial science students, who ordinarily include the study of linear algebra but not differential equations in their programs, will have an alternative way (in addition to Technical Writing for Actuaries) to satisfy the requirement of taking a W-course 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: No changes from present

7. Dates approved by:

Department Curriculum Committee: April 7, 2009

Department Faculty: May 6, 2009

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

2009 – 68 Proposal to Change MATH 3160

1. Date: May 6, 2009
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change catalog description.**

4. Current catalog copy:

3160. (231) Probability

Either semester. Three credits. Prerequisite: MATH 2110, 2130 or 2143 which may be taken concurrently with the consent of the instructor.

Introduction to the theory of probability. Discussion of some of the probability problems encountered in scientific and business fields.

5. Proposed Catalog Copy:

3160. (231) Probability

Either semester. Three credits. Prerequisite: MATH 2110, 2130 or 2143, which may be taken concurrently with the consent of the instructor.

Introduction to the theory of probability: sets and counting, probability axioms, conditional probabilities, random variables, limit theorems.

6. Effective Date: Immediate

Justification

1. Reasons for changing this course:

The proposed description more accurately describes the course as it has been constituted for many years.

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 7, 2009

Department Faculty: May 6, 2009

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

2009 – 69 Proposal to Add (Reinstate) ANTH 3042, a previously approved course

1. Date: 5-Oct-09
2. Department requesting this course: **Anthropology**
3. This is a request to **reinstate a course previously in the catalogue**, deleted last academic year, but currently taught at a branch campus.

Final catalog Listing: [original text from 2008-2009 catalogue]

ANTH 3042. Contemporary Mexico
(227) Either semester. Three credits.

Analysis and interpretation of interrelated economic, political and cultural processes in the contemporary social life of Mexico and the U.S.-Mexico borderland. Draws broadly on the social science literature with a special focus on anthropological contributions.

Justification

1. Reasons for adding this course: This course was deleted per proposal 2008-158 (meeting of Nov. 18, 2008). We have no faculty at Storrs to teach this course but were unaware that it is occasionally offered at one of the branch campuses. We have been asked to reinstate this course by the Hartford campus and LAMS.
2. Academic Merit (see Note L): Included in the Latin American Studies curriculum.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 30
5. Number and Size of Section: 1@30
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: Offered at a regional campus.
8. Staffing (see Note P): Hartford campus staff
9. Dates approved by (see Note Q):
Department Curriculum Committee: Sept. 8, 2009
Department Faculty: Sept. 8, 2009
10. Name, Phone Number, and e-mail address of principal contact person:
Jocelyn Linnekin [486.2137] Jocelyn.linnekin@uconn.edu

2009 – 70 Proposal to Add PRLS 2XXX [Pending further information]

1. Date: 4/13/09
2. Department requesting this course: **Inst. of Puerto Rican and Latino Studies**
3. Semester and year in which course will be first offered: Fall 2009

Final catalog Listing

PRLS 2XXX. Latinos, Leadership and Mentoring

Fall semester. Three credits. Open to sophomores.

Issues affecting Latinos in higher education. Leadership and mentoring training. Analyze responsibilities and commitments in context of leadership for the common good and purposeful change.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): PRLS
2. Course Number (see [Note B](#)): 2XXX
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: Latinos, Leadership and Mentoring
4. Semester offered (see [Note C](#)): Fall
5. Number of Credits (see [Note D](#)): Three
6. Course description (second paragraph of catalog entry -- see [Note K](#)): The overall purpose of this course is to expose students to issues faced by Latinos in education and to think critically about issues facing our communities and society. This course will encourage a high level of class discussion and active participation. Students will have a chance to work through case studies, participate in simulations, interact with experienced leaders, analyze popular films using Latino and leadership themes, and discuss the impact of current events and the realities of leadership. From this course, students will realize that leadership issues permeate every aspect of daily living, from events that make the local news to world crises. At the conclusion of this course, you should have a firm understanding of the nature of leadership and the challenges and/or issues faced by Latinos in a college setting and beyond.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): Standard
8. Prerequisites, if applicable (see [Note F](#)):
9. Recommended Preparation, if applicable (see [Note G](#)): Must be accepted to be a mentor in the METAS Peer Mentoring Program
10. Consent of Instructor, if applicable (see [Note T](#)): Yes
11. Exclusions, if applicable (see [Note H](#)): N/A
12. Repetition for credit, if applicable (see [Note I](#)): N/A
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): Dr. Xaé A. Reyes
14. Open to Sophomores (see [Note U](#)): Yes
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): N/A
16. S/U grading (see [Note W](#)): N/A

Justification

1. Reasons for adding this course: (see [Note L](#)) This class has been successfully offered three times as a 3298 course.
2. Academic Merit (see [Note L](#)): Course advances the study of Latinas/os in the education system, supports the study of public policy and public law. It also engages cultural studies, race and ethnic studies, and critical pedagogy.
3. Overlapping Courses (see [Note M](#)): N/A
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section, 20 students

6. *Effects on Other Departments (see [Note N](#)): N/A*

7. *Effects on Regional Campuses: N/A*

8. *Staffing (see [Note P](#)): Xaé A. Reyes*

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

Department Curriculum Committee: 11/05/08

Department Faculty: 11/05/08

10. *Name, Phone Number, and e-mail address of principal contact person: Diana Rios, 486-3997, Diana.rios@uconn.edu*

**Course Syllabus
Puerto Rican and Latin@ Studies Institute
University of Connecticut-Storrs**

Department: PRLS

Course Number: 2XXX **Course Title:** Latin@s, Mentoring and Leadership

Number of Credits: 3

Prerequisites: none (course is required for all new Mentors)

Professor: Dr. Xae Alicia Reyes

Office: PRLACC

Email: xae.alicia.reyes@uconn.edu

Phone: 860-486-1135

Texts: Course readings will be emailed as attachments over the duration of the course.

Course Description

This course examines Latin@ perspectives on educational attainment and success in the United States. Mentoring relationships and strategies for academic success and leadership development among Latin@s will be critically analyzed. In addition, this course will address the theories and applications of community-based learning in adjacent communities with growing Latino populations. This course is required of all students who participate as Mentors in PRLACC's METAS program.

Statement of major focus and objectives of the course

Through course readings, guest speakers, class discussions, and mentors' reflections, students will develop competency to assist and motivate entering Latino freshmen to navigate the college environment successfully and to consider leadership roles in and outside of the campus. In addition, mentoring activities in Windham Middle school linked to the PRLACC - KUBE project will be discussed through data gleaned from interviews with participating mentors and teacher coordinators. The middle school mentees will be learning about college and the skills and competencies needed to access higher education. We will discuss strategies being used and their potential for success.

Course outline of the major topics

Major topics to be covered include Latino cultures (including linguistic, socio-economic, and phenotypical characteristics), Latino identities, Community-Based Learning, and Mentoring and Leadership strategies.

Basic instructional plan and teaching methods utilized

A variety of instructional methods will be used including:

- a. class discussion of reading assignments
- b. guest speakers
- c. media presentations
- d. lecture/questioning
- e. collaborative learning activities

Course Requirements

- a. active oral participation in classroom discussions
- b. reflections on assigned readings
- c. personal reflections on mentoring experiences
- d. final "Synthesis" paper that blends readings and experiences

Academic dishonesty policy:

Academic dishonesty will not be tolerated and disciplinary measures will be enforced according to UCONN policy. The first offense will result in an F on the project in question, and a subsequent infraction will result in a failing grade for the course (or dismissal from METAS).

Grading

The final grade will be comprised of the following elements:

Attendance, class preparation and participation

Written reflections of experience with community-based service (Minimum 1 page or

280 words per week)
Midterm Reflection-Assessment at Week 7
Oral Presentation of Final Project
Written Presentation of Final Project

Grade Scale:

A 100-90% B 89-80% C 79-70% D 69-60% F 59-0%

Note to students with Disabilities: If you have special needs related to a disability which may affect your performance in this course, please arrange an appointment as soon as possible to discuss your needs privately.

COURSE STANDARDS AND POLICES

1. Class preparation:

Students are expected to have read and be ready to discuss the assigned readings for each class meeting.

2. Attendance, active participation, and homework:

Attendance is expected and required. Participation will be graded. Homework will consist of brief reflections (1 page or 280 words per week) on the readings, guest presentations and mentoring activities, to be submitted via email. Students will be encouraged to orally discuss their experiences with peers during class sessions.

3. Late work:

All assignments will be reduced one grade for every day late.

4. Final Project:

(10 page minimum "Synthesis" Paper) Students will synthesize their mentoring experiences and course readings in a relevant project. These final projects will be determined by each student and the course professor.

5. Oral presentations:

Students will make a brief (5 minute) oral presentation as part of the final assessment. They will present to the class what they synthesized from their experiences, and what they have generated to assist in academic success and leadership development in among Latin@ students.

Course Calendar Fall 2009

* Discretionary changes may be made to the syllabus by the professor when deemed appropriate.

Week 1 (August 31) Introductions of class participants.

Course introduction

Please submit via email a cultural educational autobiography describing: school experiences related to language and cultural identity; if you were tracked; if you were identified by others or self-identified as pertaining to any particular ethnic group; cultural values and norms from your home that influence your beliefs about others and about education. Not more than 4pages.nor less than 2.

Reading Assignment for next class: Torres-Campos, et al. (2009) Mentor-Based Targeted Intervention for Latinos. *Journal of Hispanic Higher Education*. 8(2) 158-178.

Week 2 (September 8) Why Mentor?

Discuss Torres Campos reading

Reading Assignment for next class: Lamont Strayhorn (2008) Sense of Belonging Among Latino Students. *Journal of Hispanic Higher Education*. 7(4) 301-320.

Week 3. (September 11) An introduction to Critical Theory (Freire) and Zone of Proximal development theory (Vygotsky): How do these theories relate to your mentoring experiences?

Discuss Strayhorn Reading

Open Discussion of weeks 1-3 Mentoring Experiences with Written Reflections

Reading Assignment: Solorzano, Villalpando and Oseguera (2005) Educational Inequities and

Latina/o Undergraduate Students in the United States: A Critical Race Analysis of Their Educational Progress *Journal of Hispanic Higher Education*, Vol. 4, No. 3, July 2005, 272-294

Week 4 (September 15) Critical Race Theory and Latinos

Discuss Solorzano, et al. Reading:

Reading Assignment: Nuñez, A-M (2009) Modeling the Effects of Diversity Experiences and Multiple Capitals on Latina/o College Students' Academic Self-Confidence. *Journal of Hispanic Highereducation* 8(2) 179-196.

Week 5 (September 22) Cultural/social Capital and self-confidence

Discuss Reading: Nuñez

Reading Assignment: Urrieta, L. and Mendez Benavidez, L.R. (2007) Community Commitment and Activist Scholarship. *Journal of Hispanic Higher education* 6 (3) 222-236.

Week 6 (September 29) Informing mentoring and leadership through community research

Guest: Dr. Rios—to confirm

Community based learning

Discuss Urrieta and Mendez Reading:
Discuss Student Project and Presentation

Reading Assignment: Oseguera, Locks and Vega (2009) Increasing Latina/o students' Baccalaureate attainment: focus on retention. *Journal of Hispanic Higher education* 8 (1) 23-53.

Week 7 (October 6) The impact of mentoring on the retention of students in K-12 schools

Guest: Dr. Martinez to confirm

Discuss Oseguera, et al. reading:

Midterm assessment: reflection on meeting mentoring and leadership goals

Assigned Readings:

Saenz and Ponjuan (2009) The Vanishing Latino male in Higher education. *Journal of Hispanic Higher Education* 8 (1) 54-89.
and

Kimura-Walsh, Yamamura, Griffin, and Allen (2009) Achieving the College Dream? *Journal of Hispanic Higher Education* 8(3) 298-315.

Week 8 (October 13) Gender and Latina/o Achievement

Guest Speakers -Latin@s who have made it...

Discuss Saenz & Kimura Readings:

signed Reading: Zalaquett (2005) Study of Successful Latina/o students. *Journal of Hispanic Higher education* 5(1) 35-47

Open Discussion of weeks 6-8 Mentoring Experiences with Written Reflections

Week 9 (October 20) Latino students: what generates success?

Discuss Zalaquett Reading:

Week 10 (October 27) Latinos and Access to Healthcare in the US: How does this affect our students?

Dr. Martas (to be confirmed)

Week 11 (November 3) Preparing Latino students for their futures: Latino students' needs;

the impact of mentoring on drug use and violence.

Jose Aguayo- to be confirmed

Week 12 (November 10) Professional Organizations and Mentoring

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Assigned Reading: Gonzalez (2006) Academic Socialization Experiences of Latina Doctoral Students

Week 13 (November 17) Learning from others

Discuss Gonzalez reading.

Assigned Reading: Luna and Prieto (2009) Mentoring Affirmations and Interventions *Journal of Hispanic Higher education* 8(2) 213-214.

Week 14 (November 24) Effects of mentoring...

Discuss Luna and Prieto Reading ...

Open Discussion of Semester Mentoring Experiences compare to readings with Written Reflections

Week 15 (December 1) Continuing the Mentoring Process

Wrapping up the semester: from Critical Theory, ZPD, CRT onward.

Course evaluation

Final Project:

Final Project due with oral presentation to class

2009 – 71 Proposal to Change the GEOG Major

1. Date: October 7, 2009
2. Department requesting this change: **Geography**
3. Title of Major: **Geography**
4. Nature of Change: Change the catalog description of the BA and BS degree exit requirements for computer technology to **permit students to use GEOG 3110**(location analysis) to satisfy this requirement.

5. Existing catalog Description of the Major:

The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3300, 3500Q, 3510, or 4500.

6. Proposed catalog Description of the Major:

The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3110, 3300, 3500Q, 3510, or 4500.

7. Effective Date immediate (Spring, 2010)

Justification

1. Why is a change required?

The course GEOG 3110 (location analysis) was added to the list of acceptable methodology courses for the major last year. All current technology exit requirement courses come from the acceptable methodology courses (all have a strong computer component); so it is appropriate to include GEOG 3110 in our exit requirement list for this category.

2. What is the impact on students? The proposed change will enable students who otherwise fulfill their degree requirements to fulfill their exit requirements.

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

4. Dates approved by (see Note Q):

Department Curriculum Committee: October 5, 2009

Department Faculty: October 7, 2009

5. Name, Phone Number, and e-mail address of principal contact person: Robert Cromley, 6-2059, robert.cromley@uconn.edu