UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

Agenda for the meeting of February 11, 2014

Preliminaries

1. Minutes of December 10, 2013 meeting approved by email vote 2013.12.20.
2. Appointment of secretary *pro tem*.
3. Study Abroad subcommittee report approved by email vote 2014.01.24.
3. Reminder: Please review draft of 2014-15 catalog. Report corrections to Marianne Buck by **February 14**.

Resubmitted Proposals

2013-115 Change MATH 3435 Partial Differential Equations

Current Catalog Copy:

3435. Partial Differential Equations
(278) (Also offered as Mathematics 5435.) Three credits. Prerequisite: MATH 3410 or its equivalent. Not open for credit to students who have passed MATH 5435.
Solution of first and second order partial differential equations with applications to engineering and the sciences.

Proposed Catalog Copy:

3435. Partial Differential Equations
(278) Three credits. Prerequisite: MATH 2410 or MATH 2420 or MATH 2144.
Solution of first and second order partial differential equations with applications to engineering and the sciences.

New Proposals

2014-001 EVST 3991 Supervised Field Work

Proposed Catalog Copy:

EVST 3991. Supervised Field Work
One to twelve credits. Hours by arrangement. Prerequisite: Open only with consent of the Program Director. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated for up to a total of twelve credits. A total of six credits may be counted toward the major.

2014-002 Add EVST 3993 Foreign Study

Proposed Catalog Copy:

EVST 3993. Foreign Study
One to fifteen credits. Hours by arrangement. Prerequisite: Consent of Program Director required, normally to be granted before the student's departure. May

count toward the major with consent of the advisor up to a maximum of six credits. May be repeated for credit.

2014-003 Change MATH 2010Q-2011Q Fundamentals of Algebra and Geometry

Current Catalog Copy:

2010Q-2011Q. Fundamentals of Algebra and Geometry
(247Q-248Q) Three credits each semester. Prerequisite: PSYC 1100 and three credits of Mathematics. Not open for credit to students who have passed MATH 2110, 2410, 220, 2130, or 2143. May not be counted in any of the major groups described in the Mathematics Departmental listing.
The development of the number system with applications to elementary number theory and analytic geometry. This course is intended only for students in elementary education, specifically those in pre-teaching elementary and in the Neag School of Education.

Proposed Catalog Copy:

2010Q-2011Q. Fundamentals of Algebra and Geometry
(247Q-248Q) Three credits each semester. Prerequisite: PSYC 1100 and three credits of Mathematics. Open only to students enrolled in the Elementary Education program in the Neag School of Education or by consent of instructor. May not be counted in any of the major groups described in the Mathematics Departmental listing.
The development of the number system with applications to elementary number theory and analytic geometry. This course is intended only for elementary education majors in the Neag School of Education.

2014-004 Change ANTH 2000 Social Anthropology

Current Catalog Copy:

2000. Social Anthropology
(220) Either semester. Three credits.
A comparative study of social structure including an analysis of kinship, marriage, community organization, political and economic institutions, and the role of the individual in these institutions. CA 2. CA 4.
2000W. Social Anthropology
(220W) Prerequisite: ENGL 1010 or 1011 or 3800. CA 2. CA 4.

Proposed Catalog Copy:

2000. Social Anthropology
(220) Either semester. Three credits. Prerequisite: ANTH 1000 or 1006 or consent of instructor.
A comparative study of social structure including an analysis of kinship, marriage, community organization, political and economic institutions, and the role of the individual in these institutions. CA 4.
2000W. Social Anthropology
(220W) Prerequisite: ANTH 1000 or 1006; ENGL 1010 or 1011 or 2100 or 3800 or consent of instructor. CA 4.

2014-005 Change MATH courses to remove limit on repeatability

Current Catalog Copy:

Math 2010 – Topics in Analysis I. Advanced topics in analysis. With change of content, this course is repeatable to a maximum of twelve credits.

Math 2011 – Topics in Analysis II. Advanced topics in analysis. With change of content, this course is repeatable to a maximum of twelve credits.

Math 2016 – Topics in Probability. Advanced topics in probability theory, theory of random processes, mathematical statistics and related fields. With change of content, this course is repeatable to a maximum of twelve credits.

Math 5020 – Topics in Algebra. Advanced topics chosen from group theory, ring theory, number theory, Lie theory, combinatorics, commutative algebra, algebraic geometry, homological algebra and representation theory.

Math 5026 – Topics in Mathematical Logic. Topics include, but are not restricted to, Computability theory, Model theory and Set theory.

Math 5030 – Topics in Geometry and Topology I. Advanced topics in geometry and topology. With change of content, this course is repeatable to a maximum of twelve credits.

Math 5031 – Topics in Geometry and Topology II. Advanced topics in geometry and topology. With change of content, this course is repeatable to a maximum of twelve credits.

Math 5040 – Topics in Applied Analysis I. Advanced topics from the theory of ordinary and partial differential equations. Other possible topics: integral

equations, optimization theory, the calculus of variations, advance approximation theory.

Math 5041 – Topics in Applied Analysis II. Advanced topics from the theory of ordinary and partial differential equations. Other possible topics: integral equations, optimization theory, the calculus of variations, advance approximation theory.

Math 5070 – Topics in Scientific Computation.

Proposed Catalog Copy:

Math 2010 – Topics in Analysis I. Advanced topics in analysis. This course may be repeated with each change of topic.

Math 2011 – Topics in Analysis II. Advanced topics in analysis. This course may be repeated with each change of topic.

Math 2016 – Topics in Probability. Advanced topics in probability theory, theory of random processes, mathematical statistics and related fields. This course may be repeated with each change of topic.

Math 5020 – Topics in Algebra. Advanced topics chosen from group theory, ring theory, number theory, Lie theory, combinatorics, commutative algebra, algebraic geometry, homological algebra and representation theory. This course may be repeated with each change of topic.

Math 5026 – Topics in Mathematical Logic. Advanced topics in logic including computability theory, set theory, model theory, proof theory and related fields. This course may be repeated with each change of topic.

Math 5030 – Topics in Geometry and Topology I. Advanced topics in geometry and topology. This course may be repeated with each change of topic.

Math 5031 – Topics in Geometry and Topology II. Advanced topics in geometry and topology. This course may be repeated with each change of topic.

Math 5040 – Topics in Applied Analysis I. Advanced topics from the theory of ordinary and partial differential equations. Other possible topics: integral equations, optimization theory, the calculus of variations, advance approximation theory. This course may be repeated with each change of topic.

Math 5041 – Topics in Applied Analysis II. Advanced topics from the theory of ordinary and partial differential equations. Other possible topics: integral

equations, optimization theory, the calculus of variations, advance approximation theory. This course may be repeated with each change of topic.

Math 5070 – Topics in Scientific Computation. Advanced topics in scientific computation. This course may be repeated with each change of topic.

2014-006 Merge Subject Areas HEB and JUDS into HEJS

Explanation

Historically, undergraduate Hebrew (HEB) and Judaic studies (JUDS) courses have been scheduled by LCL. JUDS *grad* courses were scheduled by the Center for Judaic Studies. This created vast confusion, especially since the Center is not a department. Moreover, much of the scheduling evolved on the same person, Stuart Miller.

Although "JUDS" was originally introduced both to clarify that our offerings went beyond language courses and to provide a rubric that the Center for Judaic Studies could use to promote all Hebrew and Judaic studies courses, it has since become redundant. A "Hebrew and Judaic Studies" section was created recently in LCL. The section is chaired by Stuart Miller who also serves as the Academic Director of the Center for Judaic Studies.

All existing HEB and JUDS courses, both undergraduate and graduate, will be consolidated under a single rubric, "HEJS" and will be offered under the aegis of LCL as "Hebrew and Judaic" Studies courses. This is simply a clerical move, that goes hand in hand with the consolidation and centralization of Hebrew and Judaic Studies offerings in LCL, the department that has historically sponsored most of these courses. The streamlining of the listings will have the additional benefit of eliminating confusion for the registrar and for our students and will project a more unified program beyond the campus to prospective students.

2014-007 Change HIST 3635 Mexico in the 19th and 20th Centuries

Current Catalog Copy:

3635. Mexico in the Nineteenth and Twentieth Centuries
(280) (Also offered as LAMS 3635.) Three credits. Recommended preparation: HIST 3607. *Overmyer-Velazquez*
The emergence of modern Mexico from independence to the present with emphasis on the Revolution of 1910. CA 1. CA 4- INT.

Proposed Catalog Copy:

3635. History of Modern Mexico
(Also offered as LLAS 3635.) Three credits. Recommended preparation: HIST 3607.
The emergence of modern Mexico from independence to the present with emphasis on the Revolution of 1910. CA 1. CA 4- INT.

2014-008 Change HIST 3000-levels course

Remove prerequisite “Open to juniors or higher” from most 3000-level courses:

3101W, 3201 (HRTS 3201), 3202 (HRTS 3202), 3203 (HDFS 3423), 3204/W, 3206 (AFRA 3206), 3300 (ANTH 3513), 3301 (CAMS 3253), 3320 (CAMS 3254), 3325 (CAMS 3255), 3330 (CAMS 3256, HEB 3218, JUDS 3218), 3335 (CAMS 3250), 3340 (CAMS 3243), 3350, 3360, 3361, 3370, 3371, 3400, 3401, 3412/W, 3413/W, 3420, 3421, 3426, 3430, 3451, 3456, 3463, 3470, 3471, 3502/W, 3504, 3510, 3516, 3522, 3530 (AASI 3578), 3531 (AASI 3531), 3540/W, 3544, 3550, 3554, 3555/W, 3556W, 3561 (WGSS 3561), 3562 (WGSS 3562), 3563 (HRTS 3563, AFRA 3563), 3564 (AFRA 3564), 3568 (AFRA 3568), 3575 (HRTS 3221, LLAS 3221), 3608W, 3610, 3620 (AFRA 3620), 3621, 3640, 3643, 3660W (LLAS 3660W), 3674 (LLAS 3220), 3704, 3705, 3712, 3752 (AFRA 3752), 3753 (AFRA 3753), 3808 (AASI 3808), 3809 (AASI 3809), 3812 (AASI 3812), 3822, 3863

Discussion Items

Supplemental materials for discussion may be found on the committee website: http://ccc.clas.uconn.edu/apm/#feb11

1. Discussion of Study Abroad report with Study Abroad Director Kevin Brennan

2. Discussion of proposal to add UNIV 2600 Individualized Study Across Different Disciplines
    To be presented by Monica van Beusekom and James Dixon

3. Discussion of revised General Education Area Requirement (GEAR) subcommittee report.
    Point of discussion: Recommendation to discourage courses from being listed in two or more areas.

4. Proposal for Professional Master’s in Biostatistics

5. Service-learning course designation to go live in March.
    Anne Gebelein will distribute information for discussion at March 11 meeting.

6. Proposed batch change of Foreign Study course titles to “International Study”
    Recommended by Rosa Helena Chinchilla, head of LCL and member of Senate C&C.

7. Proactive CLAS curriculum development for NextGenCT?

8. Review of feedback from committee members.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 12/20/13
2. Department requesting this course: Environmental Studies
3. Semester and year in which course will be first offered: First, 2014

Final Catalog Listing

3991. Supervised Field Work: One to twelve credits. Hours by arrangement. Prerequisite: Open only with consent of the Program Director. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated for up to a total of twelve credits. A total of six credits may be counted toward the major.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: EVST
2. Course Number: 3991
3. Course Title: Supervised Field Work
4. Number of Credits: Up to 12
5. Course Description (second paragraph of catalog entry):

3991. Supervised Field Work: Credit for students participating in a supervised internship.

Optional Items

6. Pattern of instruction, if not standard: N/A
7. Prerequisites, if applicable:
    a. Consent of Instructor, if applicable: Consent by Program Director
    b. Open to sophomores/juniors or higher: Juniors or higher
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: May be repeated for credit with a maximum of 6 credits that can be used as elective coursework in the major.
11. Skill codes "W", "Q" or "C": N/A
12. University General Education Content Area, if any: N/A
    If Content Area 1, CLAS areas A-E:
13. S/U grading: Yes

Justification

1. Reasons for adding this course: Currently Environmental Studies (EVST) does not

have a course for students wishing to participate in internships programs. At this time, students must obtain credit for internships through other departments, if at all. That practice places EVST at the goodwill of departments and also requires special action for those credits to count for the EVST major.

2. Academic merit: The Environmental Studies internship course will allow students to obtain credit for supervised internships in environmental studies settings and have up to six credits apply toward their major.
3. Overlapping courses: N/A
4. Number of students expected:Variable
5. Number and size of sections: N/A
6. Effects on other departments: N/A
7. Effects on regional campuses: N/A
8. Staffing: EVST program director will be the instructor of record.
9. Dates approved by
   Department Curriculum Committee: 9/18/13 (EVST Faculty Advisory Board)
   Department Faculty: 9/18/13 (EVST Faculty Advisory Board)
10. Name, Phone Number, and e-mail address of principal contact person:

Dr. Mark A. Boyer, EVST Program Director
860 486-3156
MARK.BOYER@uconn.edu

Syllabus

A syllabus for the new course must be attached to your submission email.

Once we have gained approval for this course, we will be developing a learning contract for EVST interns modeled after the attached CANR NRE internship contract (Sample Internship Contract.pdf). This is be available for faculty and students at environment.uconn.edu .

University of Connecticut

Department of Natural Resources and the Environment

1376 Storrs Rd. Storrs, CT 06235 Phone: 860-486-2840 Fax: 860-486-5408 www.nre.uconn.edu/internships.html

NRE 3690 - Internship Learning Contract

Date:	**Student ID#**	
Student name:	**Student email:**	**Student phone#**
Instructor name:	**Instructor email:**	**Instructor phone#**
Supervisor name:	**Supervisor email:**	**Supervisor phone#**
Employer name:	**Employer street address:**	

Internship Title:

General Description of position/duties:

Learning objectives:

Activities or tasks to achieve objectives:

Learning Product(s):

Work schedule (hourly, weekly):

Student	Faculty	Employer/supervisor	NRE Department Head
Signature-	Signature-	Signature-	Signature-

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 12/20/13
2. Department requesting this course: Environmental Studies (EVST)
3. Semester and year in which course will be first offered: First, 2014

Final Catalog Listing

3993. Foreign Study: Credits (up to a maximum of 15) and hours by arrangement. Prerequisite: Consent of Program Director required, normally to be granted before the student's departure. May count toward the major with consent of the advisor up to a maximum of six credits. May be repeated for credit.

Special topics taken in a foreign study program.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: EVST
2. Course Number: 3993
3. Course Title: Foreign Study
4. Number of Credits: Up to 15
5. Course Description (second paragraph of catalog entry):

3993. Foreign Study: Special topics taken in a foreign study program.

Optional Items

6. Pattern of instruction, if not standard: Variable
7. Prerequisites, if applicable:
    a. Consent of Instructor, if applicable: Consent by Program Director
    b. Open to sophomores/juniors or higher: Juniors or higher
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: May be repeated for credit
11. Skill codes "W", "Q" or "C": N/A
12. University General Education Content Area, if any: N/A
    If Content Area 1, CLAS areas A-E:
13. S/U grading: No

Justification

1. Reasons for adding this course: Currently Environmental Studies (EVST) does not have a course for students wishing to participate in study abroad programs. At this time, students must obtain credit for study abroad programs through other departments.
2. Academic merit: The Environmental Studies foreign studies course will allow students to obtain credit for courses studied abroad within their major.
3. Overlapping courses: N/A
4. Number of students expected:Variable
5. Number and size of sections: N/A
6. Effects on other departments: N/A
7. Effects on regional campuses: N/A
8. Staffing:
9. Dates approved by
   Department Curriculum Committee: 9/18/13 (EVST Faculty Advisory Board)
   Department Faculty: 9/18/13 (EVST Faculty Advisory Board)
10. Name, Phone Number, and e-mail address of principal contact person:

Dr. Mark A. Boyer, EVST Program Director
860 486-3156
MARK.BOYER@uconn.edu

Syllabus

A syllabus for the new course must be attached to your submission email.

NOTE: syllabi will vary and will be evaluated by program faculty for credit under this course number.

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

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003
See "Instructions for completing CLAS CC&C forms" for general instructions and specific notes.

1. Date: 9/12/2013
2. Department: Mathematics
3. Nature of Proposed Change: Change enrollment and credit restrictions for MATH 2010 and MATH 2011
4. Current Catalog Copy:

2010Q-2011Q. Fundamentals of Algebra and Geometry
(247Q-248Q) Three credits each semester. Prerequisite: PSYC 1100 and three credits of Mathematics. Not open for credit to students who have passed MATH 2110, 2410, 220, 2130, or 2143. May not be counted in any of the major groups described in the Mathematics Departmental listing.
The development of the number system with applications to elementary number theory and analytic geometry. This course is intended only for students in elementary education, specifically those in pre-teaching elementary and in the Neag School of Education.

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

2010Q-2011Q. Fundamentals of Algebra and Geometry
(247Q-248Q) Three credits each semester. Prerequisite: PSYC 1100 and three credits of Mathematics. Open only to students enrolled in the Elementary Education program in the Neag School of Education or by consent of instructor. May not be counted in any of the major groups described in the Mathematics Departmental listing.
The development of the number system with applications to elementary number theory and analytic geometry. This course is intended only for elementary education majors in the Neag School of Education.

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

Justification

1. Reasons for changing this course: the change in enrollment restriction will prevent students in other programs to enroll in these courses. These courses are designed for

future elementary teachers and, as such, they do not address the mathematical needs of other majors. The change in credit restrictions will allow elementary education majors to get credit for these (now, Neag required) courses even if they have taken higher level mathematics courses. Change in description is made to avoid redundancy.
2. Effect on Department's Curriculum:
3. Other Departments Consulted (see Note N): Curriculum and Instruction
4. Effects on Other Departments: Elementary education majors will be able to fulfill their mathematics course requirements
5. Effects on Regional Campuses: none
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: Sept. 6, 2013
   Department Faculty: Dec. 10, 2013
8. Name, Phone Number, and e-mail address of principal contact person:
   Alvaro Lozano-Robledo, (860)486-3850, alvaro.lozano-robledo@uconn.edu

2011-136 Change ANTH 2000 and 2000W – add prerequisite, drop GenEd category

1. Date: 19 November, 2013 [revision of proposal dated 5 April 2011 [revision of proposal dated 10 April 2010]]
2. Department: Anthropology
3. Nature of Proposed Change: Add prerequisite to a course and its 'W' variant; drop a GenEd category.

4. Current Catalog Copy:

2000. Social Anthropology
(220) Either semester. Three credits.
A comparative study of social structure including an analysis of kinship, marriage, community organization, political and economic institutions, and the role of the individual in these institutions. CA 2. CA 4.

2000W. Social Anthropology
(220W) Prerequisite: ENGL 1010 or 1011 or 3800. CA 2. CA 4.

5. Proposed Catalog Copy:

2000. Social Anthropology
(220) Either semester. Three credits. Prerequisite: ANTH 1000 or 1006 or consent of instructor.
A comparative study of social structure including an analysis of kinship, marriage, community organization, political and economic institutions, and the role of the individual in these institutions. CA 4.

2000W. Social Anthropology
(220W) Prerequisite: ANTH 1000 or 1006; ENGL 1010 or 1011 or 2100 or 3800 or consent of instructor. CA 4.

6. Effective Date : immediately

Justification

1. Reasons for changing this course:

Second update: We would like to add the language "or consent of instructor" to the prerequisites. In rare cases when a student, (particularly one at the branch campuses where course selection is more limited), is having unusual difficulty fulfilling GenEd requirements, or has suitable breadth in anthropological training, it will still be possible for them to take the course at the instructor's discretion.

[Update to the original rationale: Extensive departmental discussion has ensued since this proposal was presented to the Senate GEOC, which told us that we could not add the prerequisites and retain the 2000 listing in two GenEd categories. The reason has to do with a ban on applying two courses in the same department to the same GenEd category (both 1000 and 1006 are listed as CA 2 & CA 4; our Major requires either 1000 or 1006 and 2000).

[In a recent review of our introductory courses we recognized the need to eliminate overlapping content between them and to define their curricular roles more precisely. This proposal is one step toward that end. This course has been a popular "GenEd" offering for many years, but it is also a required course for our Majors, who have first priority for enrollment. The department relies on this course to deliver advanced material, but instructors feel obliged to "dumb down" the level because some enrolled students have no previous Anthropology coursework. The proposed change ensures that all enrolled students will have had adequate preparation.]]

2. Effect on Department's Curriculum: Improves this course's effectiveness as preparation for Majors.

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

4. Effects on Other Departments: None. Our Majors

already have first priority for enrollment.

5. Effects on Regional Campuses: None.

6. Staffing: No effect.

7. Dates approved by (see Note Q):

Department Curriculum Committee: 18 Nov/13 (1 Apr/11)

Department Faculty: 18 Nov/13 (1 Apr/11)

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

Merrill Singer Merrill.Singer @uconn.edu 860/593-5249

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: December 16, 2013
2. Department requesting this course: Mathematics
3. Nature of Proposed Change: Drop the restriction on the number of times graduate topics courses in mathematics can be repeated with a change in topic. This change would affect Math 5010, 5011, 5016, 5020, 5026, 5030, 5031, 5040, 5041 and 5070. The two courses for which this change is crucial are Math 5020 and 5026. The others are less immediately essential and would be done for uniformity.
4. Effective Date (semester, year): Spring 2014. If possible, we would like this change to apply retroactively as we have a number of graduate students who have repeated graduate topics courses more than four times.
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

Math 2010 – Topics in Analysis I. Advanced topics in analysis. With change of content, this course is repeatable to a maximum of twelve credits.

Math 2011 – Topics in Analysis II. Advanced topics in analysis. With change of content, this course is repeatable to a maximum of twelve credits.

Math 2016 – Topics in Probability. Advanced topics in probability theory, theory of random processes, mathematical statistics and related fields. With change of content, this course is repeatable to a maximum of twelve credits.

Math 5020 – Topics in Algebra. Advanced topics chosen from group theory, ring theory, number theory, Lie theory, combinatorics, commutative algebra, algebraic geometry, homological algebra and representation theory.

Math 5026 – Topics in Mathematical Logic. Topics include, but are not restricted to, Computability theory, Model theory and Set theory.

Math 5030 – Topics in Geometry and Topology I. Advanced topics in geometry and topology. With change of content, this course is repeatable to a maximum of twelve credits.

Math 5031 – Topics in Geometry and Topology II. Advanced topics in geometry and topology. With change of content, this course is repeatable to a maximum of twelve credits.

Math 5040 – Topics in Applied Analysis I. Advanced topics from the theory of ordinary and partial differential equations. Other possible topics: integral equations, optimization theory, the calculus of variations, advance approximation theory.

Math 5041 – Topics in Applied Analysis II. Advanced topics from the theory of ordinary and partial differential equations. Other possible topics: integral equations, optimization theory, the calculus of variations, advance approximation theory.

Math 5070 – Topics in Scientific Computation.

Proposed Catalog Copy

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

Math 2010 – Topics in Analysis I. Advanced topics in analysis. This course may be repeated with each change of topic.

Math 2011 – Topics in Analysis II. Advanced topics in analysis. This course may be repeated with each change of topic.

Math 2016 – Topics in Probability. Advanced topics in probability theory, theory of random processes, mathematical statistics and related fields. This course may be repeated with each change of topic.

Math 5020 – Topics in Algebra. Advanced topics chosen from group theory, ring theory, number theory, Lie theory, combinatorics, commutative algebra, algebraic geometry, homological algebra and representation theory. This course may be repeated with each change of topic.

Math 5026 – Topics in Mathematical Logic. Advanced topics in logic including computability theory, set theory, model theory, proof theory and related fields. This course may be repeated with each change of topic.

Math 5030 – Topics in Geometry and Topology I. Advanced topics in geometry and topology. This course may be repeated with each change of topic.

Math 5031 – Topics in Geometry and Topology II. Advanced topics in geometry and topology. This course may be repeated with each change of topic.

Math 5040 – Topics in Applied Analysis I. Advanced topics from the theory of ordinary and partial differential equations. Other possible topics: integral equations, optimization theory, the calculus of variations, advance approximation theory. This course may be repeated with each change of topic.

Math 5041 – Topics in Applied Analysis II. Advanced topics from the theory of ordinary and partial differential equations. Other possible topics: integral equations, optimization theory, the calculus of variations, advance approximation theory. This course may be repeated with each change of topic.

Math 5070 – Topics in Scientific Computation. Advanced topics in scientific computation. This course may be repeated with each change of topic.

Justification

1. Reasons for changing this course: See attached sheet.
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 affect on staffing.
7. Dates approved by
   Department Curriculum Committee: December 6, 2013
   Department Faculty: December 10, 2013
8. Name, Phone Number, and e-mail address of principal contact person: (David) Reed Solomon, 6-2341, david.solomon@uconn.edu

Justification for these changes

For most research areas, the math department offers a two semester first year graduate sequence as well as a small number of regularly offered second and third year graduate courses. For example, the algebra and number theory research area offers Math 5210-5211 (Abstract algebra I and II) followed by Math 5220 (Introduction to representation theory) and Math 5230 (Algebraic number theory). We also offer Math 5320-5321 (Algebraic geometry I and II) which sits somewhere between the algebra research area and the geometry research area.

In addition, each research area offers graduate topics courses which cover a wide range of potential topics. The topics for these courses are typically driven by a combination of current faculty research interests and graduate student needs. For example, if a particular faculty member has multiple graduate students, they may offer a topics course covering an area of overlapping background interest to his or her students. It is difficult to give a specific list of these topics. While some topics are repeated, the length of time between any particular topic being offered tends to be large, on the order of 5-6 years.

To give two concrete examples, I have listed below the topics covered in Math 5026 by the logic research group and in Math 5020 by the algebra and number theory research group going back to Spring 2006. Students who discover an interest in a particular research area early on in their graduate careers often take these topics courses many times. Several logic students in recent years (Matt Jura, Tyler Markkanen, Oscar Levin and Amy Turlington) repeated Math 5026 seven times, each time with a change of topic. The same could be said for students in algebra. One of the current algebra students (Matthew Lamoureux) will be taking Math 5020 for the seventh time this spring. (I could list many other algebra students who have graduate in recent years and have taken Math 5020 more than four times if the committee wants more concrete examples.) The important point is that these students are not getting credit for completed coursework because of the restriction on the number of times a topics course can be repeated.

- Math 5026 topics

  Spring 2006: Computability theory

  Fall 2006: Model theory

  Spring 2007: Reverse mathematics

  Fall 2007: Higher recursion theory

  Spring 2008: Set theory

  Fall 2009: Proof theory

  Spring 2009: Computable algebra and model theory

  Fall 2009: Set theory

  Spring 2010: Set theoretic forcing

  Fall 2011: Computability theory

  Spring 2012: Proof theory of arithmetic

Fal 2012: Model Theory

Spring 2013: Algorithmic randomness

Spring 2014: Reverse Mathematics

- Math 5020 topics

  Spring 2006: Modular forms and L-functions

  Fall 2007: Geometric representation theory

  Spring 2008: (1) Automorphic representations and (2) Homological algebra

  Fall 2009: (1) Class field theory and (2) Topics in algebraic geometry

  Spring 2009: (1) Arithmetic of elliptic curves and (2) Algebraic combinatorics

  Fall 2010: Representations of algebras

  Fall 2011: Local fields

  Spring 2012: Tate's thesis

  Fall 2012: Commutative algebra

  Spring 2013: (1) Arithmetic of elliptic curves and (2) Tilting theory

  Fall 2013: (1) Representations of GL(2) and (2) Homological algebra

  Spring 2014: Advanced representations of GL(2)

University of Connecticut
Subject Area Processing Form

Requester's Information:

Name (and title): Stuart S. Miller, Professor of Hebrew, History, and Judaic Studies
Department: Literatures, Cultures and Languages
School/College: UConn Storrs, CLAS and GS, Arts and Sciences
Phone: 860 486 3386
Email: stuart.miller@uconn.edu

To establish a new subject area:
Requested Name: _____ (*up to 30 characters*)
Requested Abbreviation: _____ (*4 characters*)
Requested Activation Date:

If approval is completed January – May: Fall Semester Activation Date
If approval is completed June – December: Spring Semester Activation Date

To change the name of Subject Area:

Present Name: HEB (in dept of LCL) JUDS (Center for Judaic Studies)
Requested New Name: (*up to 30 characters*) "HEJS" = Hebrew and Judaic Studies

Changes will have a May 1 activation date, following complete approval by December 31 of the previous year, unless a delayed activation date is requested.

Delayed Activation Date:

To inactivate a Subject Area:

Present Name: HEB and JUDS will become HEJS / Hebrew and Judaic Studies
Explanation
Historically, undergraduate Hebrew (HEB) and Judaic studies (JUDS) courses have been scheduled by LCL. JUDS *grad* courses were scheduled by the Center for Judaic Studies. This created vast confusion, especially since the Center is not a department. Moreover, much of the scheduling evolved on the same person, Stuart Miller.

Although "JUDS" was originally introduced both to clarify that our offerings went beyond language courses and to provide a rubric that the Center for Judaic Studies could use to promote all Hebrew and Judaic studies courses, it has since become redundant. A "Hebrew and Judaic Studies" section was created recently in LCL. The section is chaired by Stuart Miller who also serves as the Academic Director of the Center for Judaic Studies.

All existing HEB and JUDS courses, both undergraduate and graduate, will be consolidated under a single rubric, "HEJS" and will be offered under the aegis of LCL as "Hebrew and Judaic" Studies courses. This is simply a clerical move, that goes hand in hand with the consolidation and centralization of Hebrew and Judaic Studies offerings in LCL, the department that has historically sponsored most of these courses. The streamlining of the listings will have the additional benefit of eliminating confusion for the registrar and for our students and will project a more unified program beyond the campus to prospective students.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: January 24, 2014
2. Department requesting this course: HIST
3. Nature of Proposed Change:
Name Change; Prefix change, LAMS to LLAS. (LLAS will be new designation for all previous LAMS courses as of May 2014.)
4. Effective Date (semester, year): Spring 2014

Current Catalog Copy

3635. Mexico in the Nineteenth and Twentieth Centuries
(280) (Also offered as LAMS 3635.) Three credits. Recommended preparation: HIST 3607. *Overmyer-Velazquez*
The emergence of modern Mexico from independence to the present with emphasis on the Revolution of 1910. CA 1. CA 4- INT.

Proposed Catalog Copy

3635. History of Modern Mexico
(Also offered as LLAS 3635.) Three credits. Recommended preparation: HIST 3607.
The emergence of modern Mexico from independence to the present with emphasis on the Revolution of 1910. CA 1. CA 4- INT.

Justification

1. Reasons for changing this course:
Current name is too chronologically limited, does not cover full breadth of course's content. Proposed name's use of term "modern" highlights a central historical process examined in the course.

2. Effect on Department's curriculum: None
3. Other departments consulted: El Instituto (LLAS)
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: Overmyer-Valazquez

7. Dates approved by

History
Department Curriculum Committee: January 27, 2014
Department Faculty: January 28, 2014

El Instituto
Department Curriculum Committee: January 13, 2014
Department Faculty: January 13, 2014

8. Name, Phone Number, and e-mail address of principal contact person:
Micki McElya, micki.mcelya@uconn.edu, 6-2085

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: January 27, 2014
2. Department requesting this course: HIST
3. Nature of Proposed Change:

Remove prerequisite "Open to juniors or higher" from most 3000-level courses:

3101W, 3201 (HRTS 3201), 3202 (HRTS 3202), 3203 (HDFS 3423), 3204/W, 3206 (AFRA 3206), 3300 (ANTH 3513), 3301 (CAMS 3253), 3320 (CAMS 3254), 3325 (CAMS 3255), 3330 (CAMS 3256, HEB 3218, JUDS 3218), 3335 (CAMS 3250), 3340 (CAMS 3243), 3350, 3360, 3361, 3370, 3371, 3400, 3401, 3412/W, 3413/W, 3420, 3421, 3426, 3430, 3451, 3456, 3463, 3470, 3471, 3502/W, 3504, 3510, 3516, 3522, 3530 (AASI 3578), 3531 (AASI 3531), 3540/W, 3544, 3550, 3554, 3555/W, 3556W, 3561 (WGSS 3561), 3562 (WGSS 3562), 3563 (HRTS 3563, AFRA 3563), 3564 (AFRA 3564), 3568 (AFRA 3568), 3575 (HRTS 3221, LLAS 3221), 3608W, 3610, 3620 (AFRA 3620), 3621, 3640, 3643, 3660W (LLAS 3660W), 3674 (LLAS 3220), 3704, 3705, 3712, 3752 (AFRA 3752), 3753 (AFRA 3753), 3808 (AASI 3808), 3809 (AASI 3809), 3812 (AASI 3812), 3822, 3863

4. Effective Date (semester, year): Fall 2014

Current Catalog Copy

Please see attached list.

Proposed Catalog Copy

Please see attached list.

Justification

1. Reasons for changing this course:
When course numbers were changed from three to four digits, the department placed a blanket restriction on 3000-level courses to juniors and higher. We wish to remove this bar on most courses in order to ease the enrollment process for faculty and students and allow majors and minors to move more efficiently through their degree requirements. An increasing number of students declare

majors early in their UConn careers and our present restriction obliges many of them to wait -- sometimes for a considerable period -- before they can take the bulk of the courses we require.

2. Effect on Department's curriculum: See above.
3. Other departments consulted:
   AASI, AFRA, ANTH, HDFS, HRTS, LCL, LLAS, WGSS
4. Effects on other departments: cross-listing departments consulted
5. Effects on regional campuses: none.
6. Staffing:
7. Dates approved by
   Department Curriculum Committee: December 13, 2013
   Department Faculty: December 13, 2013
8. Name, Phone Number, and e-mail address of principal contact person:
   Micki McElya, micki.mcelya@uconn.edu, 8-2085

HIST Proposal to Remove Prerequisite "Open to juniors or higher" from Most 3000-Level Courses, January 27, 2014

Current Catalog Copy:

3101W. History through Fiction

(295W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

What classic novels and other works of fiction reveal about major historical periods and themes in history. Variable topics. May be offered from an American or European perspective. With a change in topic, this course may be repeated for credit.

3201. The History of Human Rights

(253) (Also offered as HRTS 3201.) Three credits. Prerequisite: Open to juniors or higher. *Gilligan*

Case studies in the emergence and evolution of human rights as experience and concept.

3202. International Human Rights

(226) (Also offered as HRTS 3202.) Three credits. Prerequisite: Open to juniors or higher. *Omara-Otunnu*

Historical and theoretical survey of the evolution of human rights since 1945.

3203. History of the Family

(209) (Also offered as HDFS 3423.) Three credits. Prerequisite: Open to juniors or higher.

Pre-industrial and industrial family life in Western society since the Middle Ages, with emphasis on the changes in demography, family size and structure, family economy, social expectations, sex roles, sexuality, and affective bonds.

3204. Science and Social Issues in the Modern World

(207) Three credits. Prerequisite: Open to juniors or higher. *Roe*

Social context of science in the United States and Europe since 1850. Genetics and eugenics; ecology and the environment; nuclear issues; gender, race, and science. CA

4.

3204W. Science and Social Issues in the Modern World

(207W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher. CA 4.

3206. Black Experience in the Americas

(266) (Also offered as AFAM 3206.) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: AFAM/HIST/HRTS 3563; AFAM/HIST 3564, 3620; or HIST/LAMS 3609. *Pappademos*

Major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries; race, gender, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

3300. Near Eastern Prehistory

(212) (Also offered as ANTH 3513.) Three credits. Prerequisite: Open to juniors or higher.

From the earliest hunter-gatherers to the rise of the state: the transition from food-gathering to food-producing and the development of complex societies in the Near East.

3301. Ancient Near East

(213) (Also offered as CAMS 3253.) Three credits. Prerequisite: Open to juniors or higher.

The history of Near Eastern civilization from the Neolithic period to the Persian Empire. The birth of civilization in Mesopotamia and Egypt. The political, economic, social, and cultural achievements of ancient Near Eastern peoples.

3320. Ancient Greece

(214) (Also offered as CAMS 3254.) Three credits. Prerequisite: Open to juniors or higher. *Caner*

The history of Greece from Minoan and Mycenaean times into the Hellenistic period with special emphasis on the Fifth Century and the *Golden Age* of Athens.

3325. Ancient Rome

(216) (Also offered as CAMS 3255.) Three credits. Prerequisite: Open to juniors or higher. *Caner*

From the beginning of Rome to the reign of Justinian. The growth of the Roman Republic and Empire, Roman civilization and its influence upon later history.

3330. Palestine Under the Greeks and Romans

(218) (Also offered as CAMS 3256, HEB 3218, and JUDS 3218.) Three credits. Prerequisite: CAMS 1101 or 1102 or CAMS 3253/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEB 1103 or JUDS 3202 or instructor consent; open to juniors or higher. *Miller*

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies.

3335. The Early Christian Church

(257) (Also offered as CAMS 3250.) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: HIST 3325/CAMS 3255 or HIST 3330/CAMS 3256. *Caner*

The evolution of Christian institutions, leadership and doctrines in the Roman Empire ca. 50-451 C.E. Topics may include gnosticism, prophecy, martyrdom, asceticism, pilgrimage, heresy, orthodoxy.

3340. World of Late Antiquity

(217) (Also offered as CAMS 3243.) Three credits. Prerequisite: Open to juniors or higher. *Caner*

The profound social and cultural changes that redefined the cities, frontiers, and economies of the classical world and led to the Middle Ages. Developments in the eastern and western Mediterranean lands between the second and seventh centuries, including neo-Platonism, the spread of Christianity, Rabbinic Judaism, and Islam.

3350. Byzantium

(250) Three credits. Prerequisite: Open to juniors or higher.

A survey of the major developments from the fourth through the fifteenth centuries: religious controversies, the theme system, the Crusades, Byzantine civilization, its law, art, literature, and its impact upon European and Russian civilization.

3360. Early Middle Ages

(219) Three credits. Prerequisite: Open to juniors or higher. *Olson*

The decline of Rome, rise of Christianity, the barbarian invasions and kingdoms, culminating in the civilizations of the Carolingian Empire, of Byzantium, and of Islam.

3361. The High Middle Ages

(220) Three credits. Prerequisite: Open to juniors or higher. *Olson*

The history of Europe from the tenth through the fourteenth centuries. The development and expansion of European civilization, the revival of a money economy and town life, the development of feudal monarchy, the conflict of Empire and Papacy, the Crusades.

3370. The Renaissance

(271) Three credits. Prerequisite: Open to juniors or higher. *Gouwens*

Europe in the fourteenth and fifteenth centuries.

3371. The Reformation

(272) Three credits. Prerequisite: Open to juniors or higher. *Gouwens*, *Kane*

Europe in the sixteenth century with emphasis on religious developments, rise of the modern state, birth of science, expansion of Europe, and the Commercial Revolution.

3400. Europe in the Seventeenth Century

(273) Three credits. Prerequisite: Open to juniors or higher. *Kane*

Conflict of constitutionalism and absolutism, colonial expansion and rivalry, development of science, and the age of reason, the age of the baroque, the age of Louis XIV.

3401. Europe in the Eighteenth Century

(274) Three credits. Prerequisite: Open to juniors or higher. *Gilligan*

Intellectual, political, and socioeconomic developments in Europe from 1713 to 1789.

3412. Intellectual and Social History of Europe in the Nineteenth Century

(258) Three credits. Prerequisite: Open to juniors or higher. *Lansing*

The thought and feeling of Europeans in their social context.

3412W. Intellectual and Social History of Europe in the Nineteenth Century

(258W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

3413. Intellectual and Social History of Europe in the Twentieth Century

(259) Three credits. Prerequisite: Open to juniors or higher. *Lansing*

The thought and feeling of Europeans in their social context.

3413W. Intellectual and Social History of Europe in the Twentieth Century

(259W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

3420. English History to 1603

(261) Three credits. Prerequisite: Open to juniors or higher. *Kane*

A survey of English history from its origin to the close of the Tudor period. Emphasis is placed on the development of the English nation and the growth of its culture. Recommended to majors in English.

3421. History of Modern England

(262) Three credits. Prerequisite: Open to juniors or higher. *Watson*

Cultural, political, economic, and intellectual development of modern Britain, with special emphasis on changing ideas of national identity.

3426. Social and Economic History of Modern Britain

(264) Three credits. Prerequisite: Open to juniors or higher. *Watson*

The change from an agrarian to an industrial society.

3430. History of Ireland

(265) Three credits. Prerequisite: Open to juniors or higher. *Kane*

History of Ireland, with emphasis on the modern period. The rise of Irish nationalism, the

Irish Literary Revival, and the problems of Northern Ireland.

3451. Germany Since 1815

(256) Three credits. Prerequisite: Open to juniors or higher. *Lansing*

A study of German political, social, and intellectual history since the Napoleonic Wars. This course also considers European and world problems as reflected in the emergence of Germany as a pivotal force in international affairs.

3456. The Habsburg Monarchy and Its Peoples, 1740-1918

(254) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: HIST 1400.

The rise and fall of the multinational, dynastic state of the Habsburgs, with emphasis upon those forces which sustained it through the nineteenth century and those which brought its collapse in 1918.

3463. The Modernization of Italy from 1815 to Present

(269) Three credits. Prerequisite: Open to juniors or higher. *Davis*

The modernization of Italy's traditional sociopolitical and economic structure; Industrialization, unification, the liberal regime, fascism, and the republic.

3470. Medieval and Imperial Russia to 1855

(251) Three credits. Prerequisite: Open to juniors or higher.

The development of Russia from the emergence of the Slavs to the reign of Alexander II. Russian political institutions, orthodoxy and cultural traditions, nobility, peasantry, and townsmen.

3471. History of Russia Since 1855

(252) Three credits. Prerequisite: Open to juniors or higher. Recommended Preparation: HIST 3470. *Gilligan*

Continuation of HIST 3470. Late imperial Russia, the former Soviet Union, and contemporary Russia.

3502. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760

(243) Three credits. Prerequisite: Open to juniors or higher. *Dayton*

The legacy of Columbus, creative survival of native Americans in the face of disease and warfare, religious utopianism and the profit motive in colonization. The growth of a distinctive Anglo-American political culture, gender and family relations, and the entrenchment of a racial caste system.

3502W. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760

(243W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

3504. The American Revolution

(244) Three credits. Prerequisite: Open to juniors or higher. *Clark*

Creation of the United States of America from the beginnings of the independence movement through the adoption of the Constitution and Bill of Rights.

3510. Civil War America

(236) Three credits. Prerequisite: Open to juniors or higher.

The social, economic and cultural forces that shaped the Civil War and its aftermath. Sectional conflict, industrialization, reform and abolitionism, race relations, and class, gender and constitutional issues from the 1830's to the 1880's.

3516. Rise of U.S. Global Power

(249) Three credits. Prerequisite: Open to juniors or higher. *Costigliola*

The people and ideas that powered the growth of America's global empire. Emphasis on the world wars, the Cold War, the Vietnam War, intervention in Latin America, and the global economy.

3522. History of Connecticut

(239) Three credits. Prerequisite: Open to juniors or higher. Either 3520 or 3522, but not both, may be counted for credit toward the History major. *Woodward*

A survey of Connecticut's history from 1633 to the present from a constitutional and political perspective.

3530. Asian-American Experience Since 1850

(294) (Also offered as AASI 3578.) Three credits. Prerequisite: Open to juniors or higher. *Chang*

Survey of Asian-American experiences in the United States since 1850. Responses by Asian-Americans to both opportunities and discrimination.

3531. Japanese Americans and World War II

(268) (Also offered as AASI 3531.) Three credits. Prerequisite: Open to juniors or higher. *Buckley*

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

3540. American Environmental History

(230) Three credits. Prerequisite: Open to juniors or higher. *Rozwadowski, Shoemaker, Woodward*

Transformations of the North American environment: the effects of human practices and policies, varying ideas about nature across cultures and time periods; and the rise of environmental movements.

3540W. American Environmental History

(230W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

3544. Atlantic Voyages

(245) Three credits. Prerequisite: Open to juniors or higher.

Seafaring and society since the age of Columbus. Emphasis on the Anglo-American experience.

3550. Constitutional History of the United States

(235) Three credits. Prerequisite: Open to juniors or higher.

The Constitution and the Supreme Court in relation to the political, economic, and intellectual history of the United States.

3554. Immigrants and the Shaping of American History

(247) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation:

One course in American History. *Chang*

The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the "ethnic legacy."

3555. Work and Workers in American Society

(242) Three credits. Prerequisite: Open to juniors or higher.

Changes in work from the 17th through the 20th centuries. Workers' experiences, ideologies, and activities as shaped by gender, race/ethnicity, region, occupation, and industry.

3555W. Work and Workers in American Society

(242W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

3556W. History Workshop: Topics in American Society and Culture

(240W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher. May be repeated for credit with change of topic.

Techniques of primary historical research based on collaborative research and writing on a topic selected by the instructor.

3561. History of Women and Gender in the U.S. to 1850

(210) (Also offered as WGSS 3561.) Three credits. Prerequisite: Open to juniors or higher. *Dayton*

Gender ideologies of indigenous and settler cultures, changing conditions of women's and men's lives as the U.S. became a nation, while emphasizing intersections with ethnicity, race, class, religion, and region.

3562. History of Women and Gender in the United States, 1850-Present

(215) (Also offered as WGSS 3562.) Three credits. Prerequisite: Open to juniors or higher. *McElya*

History of gender and the lives and cultural representations of women in the U.S., emphasizing intersections with race, sexuality, class, region, and nation.

3563. African American History to 1865

(238) (Also offered as HRTS 3563 and AFAM 3563.) Three credits. Prerequisite: Open to juniors or higher. *Ogbar*

History of African-American people to 1865, from their West African roots, to their presence in colonial America, through enslavement and emancipation. Adaptation and resistance to their conditions in North America. Contributions by black people to the development of the United States.

3564. African American History Since 1865

(246) (Also offered as AFAM 3564.) Three credits. Prerequisite: Open to juniors or higher. *Ogbar*

History of African-American people since the Civil war. Contributions by black people to American development. African-American activity in international arenas.

3568. Hip-Hop, Politics and Youth Culture in America

(260) (Also offered as AFAM 3568.) Three credits. Prerequisite: Open to juniors or higher. *Ogbar*

History of hip-hop, its musical antecedents and its role in popular culture. Race, class, and gender are examined as well as hip-hop's role in popular political discourse.

3575. Latinos/as and Human Rights

(284) (Also offered as HRTS 3221 and PRLS 3221.) Three credits. Prerequisite: Open to juniors or higher. *Overmyer-Velázquez, Silvestrini*

Latino/a issues related to human, civil and cultural rights, and gender differences.

3608W. The Hispanic World in the Ages of Reason and Revolution

(283W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher. Recommended preparation: HIST 3607. *Silvestrini*

The transformation of Spanish America from the Bourbons in 1700, through the wars of independence and the struggle to build stable national states in the Nineteenth Century.

Representative countries in North, Central, and South America and the Caribbean together with the historic development of inter-American relations and contemporary Latin American problems. CA 1. CA 4-INT.

3610. Latin America and the Great Powers

(275) Three credits. Prerequisite: Open to juniors or higher.

Great power diplomatic, commercial, and cultural relations with Latin America from the end of the colonial period to the present. Emphasis on the United States and Great Britain.

3620. Cuba, Puerto Rico, and the Spanish Caribbean

(285) (Also offered as AFAM 3620.) Three credits. Prerequisite: Open to juniors or higher. *Pappademos, Silvestrini*

Discovery and settlement, slavery and plantation economy, recent political and economic developments, and United States relations with the Spanish Caribbean.

3621. Cuba in Local and Global Perspective

Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: HIST 3607, 3608W, 3609, 3620, 3635. *Pappademos*

Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism.

3640. Andean Societies

(276) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: HIST 3607 or 3609. *Spalding*

History of the geographical and social region occupied by the Inca Empire: pre-Columbian cultures, the period of Spanish colonial rule, and the modern Andean republics (primarily Ecuador, Peru, and Bolivia).

3643. Argentina and LaPlata Region

(286) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: HIST 3607 or 3609. *Healey*

Colonial heritage, social and economic transformation of Argentina, Uruguay and Paraguay, foreign relations and contemporary turmoil.

3660W. History of Migration in *Las Americas*

(233W) (Also offered as LAMS 3660W and PRLS 3660W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher; instructor consent.

Recommended preparation: LAMS 1190, ANTH 3042, HIST 3635, HIST 3609, or HIST 3674/PRLS 3220; PRLS 3210. Spanish useful, but not required. *Gabany-Guerrero, Overmyer-Velázquez*

Applies broad chronological and spatial analyses of origins of migration in the Americas to the experiences of people of Latin American origin in Connecticut. Addresses a range of topics from the initial settlement of the Americas to 21st century migrations. CA 1. CA 4.

3674. History of Latino/as in the United States

(278) (Also offered as PRLS 3220.) Three credits. Prerequisite: Open to juniors or higher. *Overmyer-Velázquez, Silvestrini*

Settlement and growth of Hispanic-origin populations in the United States today, from Spanish and Mexican settlement of western United States to the growth of Latino communities. Student oral history project. CA 1. CA 4.

3704. Medieval Islamic Civilization to 1700

(204) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: HIST 1300 or 1400. *Azimi*

The social dynamics of faith, culture, and change from the rise of Islam to the Ottoman decline and the Islamic challenge to Greek and Latin Christendom.

3705. The Modern Middle East from 1700 to the Present

(205) Three credits. Prerequisite: Open to juniors or higher. *Azimi*

Tradition, change, modernization and development in the Middle East from the Ottoman decline and rise of successor states to the Arab-Israeli and oil crises. CA 1. CA 4-INT.

3712. The Middle East Crucible

(290) Three credits. Prerequisite: Open to juniors or higher. *Azimi*

Twentieth-century issues in the Middle East heartland with analysis focusing on the Ottoman heritage, nationalism, Arab-Israeli and other conflicts, Islam, oil, water, rapid sociopolitical change, trends in development, super-power rivalries, and the search for identity, independence, and peace with justice.

3752. History of Pre-Colonial Africa

(222) (Also offered as AFAM 3752.) Three credits. Prerequisite: Open to juniors or higher. *Omara-Otunnu, Vernal*

The history of pre-colonial Africa with particular attention to the rise and fall of African kingdoms, interaction between different ethnic groups, African trade with other continents, and the impact of foreigners on African societies.

3753. History of Modern Africa

(223) (Also offered as AFAM 3753.) Three credits. Prerequisite: Open to juniors or higher. *Omara-Otunnu*, *Vernal*

The history of African perceptions of and responses to the abolition of the slave trade, Western imperialism and colonialism, and the development of nationalism and struggle for independence.

3808. East Asia to the Mid-Nineteenth Century

(287) (Also offered as AASI 3808.) Three credits. Prerequisite: Open to juniors or higher.

The major problems and issues of traditional Chinese and Japanese history and historiography. Special emphasis on the "Great Tradition" in ideas of both civilizations.

3809. East Asia Since the Mid-Nineteenth Century

(288) (Also offered as AASI 3809.) Three credits. Prerequisite: Open to juniors or higher.

The reactions of East Asia to the Western threat, and the rise of Asian nationalism, communism, and fascism. Special attention to the tensions caused by the conflict of ideas.

3812. Modern India

(277) (Also offered as AASI 3812.) Three credits. Prerequisite: Open to juniors or higher. *Buckley*

An introduction to the history of India from the Mughal and European invasions of the 16th Century to the present. India's synthesis of Eastern and Western culture, traditional and new, will be the focus.

3822. Modern China

(221) Three credits. Prerequisite: Open to juniors or higher.

Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth.

3863. War and Diplomacy in East Asia

(289) Three credits. Prerequisite: Open to juniors or higher. *Dudden*

European struggle for power in Asia since 1842, in the context of the rise of Japan and the reassertion of Chinese power.

HIST Proposal to Remove Prerequisite "Open to juniors or higher" from Most 3000-Level Courses, January 27, 2014

Proposed Catalog Copy:

3101W. History through Fiction

(295W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800

What classic novels and other works of fiction reveal about major historical periods and themes in history. Variable topics. May be offered from an American or European perspective. With a change in topic, this course may be repeated for credit.

3201. The History of Human Rights

(253) (Also offered as HRTS 3201.) Three credits.

Case studies in the emergence and evolution of human rights as experience and concept.

3202. International Human Rights

(226) (Also offered as HRTS 3202.) Three credits.

Historical and theoretical survey of the evolution of human rights since 1945.

3203. History of the Family

(209) (Also offered as HDFS 3423.) Three credits.

Pre-industrial and industrial family life in Western society since the Middle Ages, with emphasis on the changes in demography, family size and structure, family economy, social expectations, sex roles, sexuality, and affective bonds.

3204. Science and Social Issues in the Modern World

(207) Three credits.

Social context of science in the United States and Europe since 1850. Genetics and eugenics; ecology and the environment; nuclear issues; gender, race, and science. CA 4.

3204W. Science and Social Issues in the Modern World

(207W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. CA 4.

3206. Black Experience in the Americas

(266) (Also offered as AFAM 3206.) Three credits. Recommended preparation: AFAM/HIST/HRTS 3563; AFAM/HIST 3564, 3620; or HIST/LAMS 3609.

Major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries; race, gender, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

3300. Near Eastern Prehistory

(212) (Also offered as ANTH 3513.) Three credits.

From the earliest hunter-gatherers to the rise of the state: the transition from food-gathering to food-producing and the development of complex societies in the Near East.

3301. Ancient Near East

(213) (Also offered as CAMS 3253.) Three credits.

The history of Near Eastern civilization from the Neolithic period to the Persian Empire. The birth of civilization in Mesopotamia and Egypt. The political, economic, social, and cultural achievements of ancient Near Eastern peoples.

3320. Ancient Greece

(214) (Also offered as CAMS 3254.) Three credits.

The history of Greece from Minoan and Mycenaean times into the Hellenistic period with special emphasis on the Fifth Century and the *Golden Age* of Athens.

3325. Ancient Rome

(216) (Also offered as CAMS 3255.) Three credits.

From the beginning of Rome to the reign of Justinian. The growth of the Roman Republic and Empire, Roman civilization and its influence upon later history.

3330. Palestine Under the Greeks and Romans

(218) (Also offered as CAMS 3256, HEB 3218, and JUDS 3218.) Three credits.

Prerequisite: CAMS 1101 or 1102 or CAMS 3253/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEB 1103 or JUDS 3202 or instructor consent.

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies.

3335. The Early Christian Church

(257) (Also offered as CAMS 3250.) Three credits. Recommended preparation: HIST 3325/CAMS 3255 or HIST 3330/CAMS 3256.

The evolution of Christian institutions, leadership and doctrines in the Roman Empire ca. 50-451 C.E. Topics may include gnosticism, prophecy, martyrdom, asceticism, pilgrimage, heresy, orthodoxy.

3340. World of Late Antiquity

(217) (Also offered as CAMS 3243.) Three credits.

The profound social and cultural changes that redefined the cities, frontiers, and economies of the classical world and led to the Middle Ages. Developments in the eastern and western Mediterranean lands between the second and seventh centuries, including neo-Platonism, the spread of Christianity, Rabbinic Judaism, and Islam.

3350. Byzantium

(250) Three credits.

A survey of the major developments from the fourth through the fifteenth centuries: religious controversies, the theme system, the Crusades, Byzantine civilization, its law, art, literature, and its impact upon European and Russian civilization.

3360. Early Middle Ages

(219) Three credits.

The decline of Rome, rise of Christianity, the barbarian invasions and kingdoms, culminating in the civilizations of the Carolingian Empire, of Byzantium, and of Islam.

3361. The High Middle Ages

(220) Three credits.

The history of Europe from the tenth through the fourteenth centuries. The development and expansion of European civilization, the revival of a money economy and town life, the development of feudal monarchy, the conflict of Empire and Papacy, the Crusades.

3370. The Renaissance

(271) Three credits.

Europe in the fourteenth and fifteenth centuries.

3371. The Reformation

(272) Three credits.

Europe in the sixteenth century with emphasis on religious developments, rise of the modern state, birth of science, expansion of Europe, and the Commercial Revolution.

3400. Europe in the Seventeenth Century

(273) Three credits.

Conflict of constitutionalism and absolutism, colonial expansion and rivalry, development of science, and the age of reason, the age of the baroque, the age of Louis XIV.

3401. Europe in the Eighteenth Century

(274) Three credits.

Intellectual, political, and socioeconomic developments in Europe from 1713 to 1789.

3412. Intellectual and Social History of Europe in the Nineteenth Century

(258) Three credits.

The thought and feeling of Europeans in their social context.

3412W. Intellectual and Social History of Europe in the Nineteenth Century

(258W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

3413. Intellectual and Social History of Europe in the Twentieth Century

(259) Three credits.

The thought and feeling of Europeans in their social context.

3413W. Intellectual and Social History of Europe in the Twentieth Century

(259W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

3420. English History to 1603

(261) Three credits.

A survey of English history from its origin to the close of the Tudor period. Emphasis is placed on the development of the English nation and the growth of its culture. Recommended to majors in English.

3421. History of Modern England

(262) Three credits.

Cultural, political, economic, and intellectual development of modern Britain, with special emphasis on changing ideas of national identity.

3426. Social and Economic History of Modern Britain

(264) Three credits.

The change from an agrarian to an industrial society.

3430. History of Ireland

(265) Three credits.

History of Ireland, with emphasis on the modern period. The rise of Irish nationalism, the Irish Literary Revival, and the problems of Northern Ireland.

3451. Germany Since 1815

(256) Three credits.

A study of German political, social, and intellectual history since the Napoleonic Wars. This course also considers European and world problems as reflected in the emergence of Germany as a pivotal force in international affairs.

3456. The Habsburg Monarchy and Its Peoples, 1740-1918

(254) Three credits. Recommended preparation: HIST 1400.

The rise and fall of the multinational, dynastic state of the Habsburgs, with emphasis upon those forces which sustained it through the nineteenth century and those which brought its collapse in 1918.

3463. The Modernization of Italy from 1815 to Present

(269) Three credits.

The modernization of Italy's traditional sociopolitical and economic structure; Industrialization, unification, the liberal regime, fascism, and the republic.

3470. Medieval and Imperial Russia to 1855

(251) Three credits.

The development of Russia from the emergence of the Slavs to the reign of Alexander II. Russian political institutions, orthodoxy and cultural traditions, nobility, peasantry, and townsmen.

3471. History of Russia Since 1855

(252) Three credits. Recommended Preparation: HIST 3470.

Continuation of HIST 3470. Late imperial Russia, the former Soviet Union, and contemporary Russia.

3502. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760

(243) Three credits.

The legacy of Columbus, creative survival of native Americans in the face of disease and warfare, religious utopianism and the profit motive in colonization. The growth of a distinctive Anglo-American political culture, gender and family relations, and the entrenchment of a racial caste system.

3502W. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760

(243W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

3504. The American Revolution

(244) Three credits.

Creation of the United States of America from the beginnings of the independence movement through the adoption of the Constitution and Bill of Rights.

3510. Civil War America

(236) Three credits.

The social, economic and cultural forces that shaped the Civil War and its aftermath. Sectional conflict, industrialization, reform and abolitionism, race relations, and class, gender and constitutional issues from the 1830's to the 1880's.

3516. Rise of U.S. Global Power

(249) Three credits.

The people and ideas that powered the growth of America's global empire. Emphasis on the world wars, the Cold War, the Vietnam War, intervention in Latin America, and the global economy.

3522. History of Connecticut

(239) Three credits. Either 3520 or 3522, but not both, may be counted for credit toward the History major.

A survey of Connecticut's history from 1633 to the present from a constitutional and political perspective.

3530. Asian-American Experience Since 1850

(294) (Also offered as AASI 3578.) Three credits.

Survey of Asian-American experiences in the United States since 1850. Responses by Asian-Americans to both opportunities and discrimination.

3531. Japanese Americans and World War II

(268) (Also offered as AASI 3531.) Three credits.

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

3540. American Environmental History

(230) Three credits.

Transformations of the North American environment: the effects of human practices and policies, varying ideas about nature across cultures and time periods; and the rise of environmental movements.

3540W. American Environmental History

(230W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

3544. Atlantic Voyages

(245) Three credits.

Seafaring and society since the age of Columbus. Emphasis on the Anglo-American experience.

3550. Constitutional History of the United States

(235) Three credits.

The Constitution and the Supreme Court in relation to the political, economic, and intellectual history of the United States.

3554. Immigrants and the Shaping of American History

(247) Three credits. Recommended preparation: One course in American History.

The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the "ethnic legacy."

3555. Work and Workers in American Society

(242) Three credits.

Changes in work from the 17th through the 20th centuries. Workers' experiences, ideologies, and activities as shaped by gender, race/ethnicity, region, occupation, and industry.

3555W. Work and Workers in American Society

(242W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

3556W. History Workshop: Topics in American Society and Culture

(240W) Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. May be repeated for credit with change of topic.

Techniques of primary historical research based on collaborative research and writing on a topic selected by the instructor.

3561. History of Women and Gender in the U.S. to 1850

(210) (Also offered as WGSS 3561.) Three credits.

Gender ideologies of indigenous and settler cultures, changing conditions of women's and men's lives as the U.S. became a nation, while emphasizing intersections with ethnicity, race, class, religion, and region.

3562. History of Women and Gender in the United States, 1850-Present

(215) (Also offered as WGSS 3562.) Three credits.

History of gender and the lives and cultural representations of women in the U.S., emphasizing intersections with race, sexuality, class, region, and nation.

3563. African American History to 1865

(238) (Also offered as HRTS 3563 and AFAM 3563.) Three credits.

History of African-American people to 1865, from their West African roots, to their presence in colonial America, through enslavement and emancipation. Adaptation and resistance to their conditions in North America. Contributions by black people to the development of the United States.

3564. African American History Since 1865

(246) (Also offered as AFAM 3564.) Three credits.

History of African-American people since the Civil war. Contributions by black people to American development. African-American activity in international arenas.

3568. Hip-Hop, Politics and Youth Culture in America

(260) (Also offered as AFAM 3568.) Three credits.

History of hip-hop, its musical antecedents and its role in popular culture. Race, class, and gender are examined as well as hip-hop's role in popular political discourse.

3575. Latinos/as and Human Rights

(284) (Also offered as HRTS 3221 and PRLS 3221.) Three credits.

Latino/a issues related to human, civil and cultural rights, and gender differences.

3608W. The Hispanic World in the Ages of Reason and Revolution

(283W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Recommended preparation: HIST 3607.

The transformation of Spanish America from the Bourbons in 1700, through the wars of independence and the struggle to build stable national states in the Nineteenth Century.

Representative countries in North, Central, and South America and the Caribbean together with the historic development of inter-American relations and contemporary Latin American problems. CA 1. CA 4-INT.

3610. Latin America and the Great Powers

(275) Three credits.

Great power diplomatic, commercial, and cultural relations with Latin America from the end of the colonial period to the present. Emphasis on the United States and Great Britain.

3620. Cuba, Puerto Rico, and the Spanish Caribbean

(285) (Also offered as AFAM 3620.) Three credits.

Discovery and settlement, slavery and plantation economy, recent political and economic developments, and United States relations with the Spanish Caribbean.

3621. Cuba in Local and Global Perspective

Three credits. Recommended preparation: HIST 3607, 3608W, 3609, 3620, 3635.

Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism.

3640. Andean Societies

(276) Three credits. Recommended preparation: HIST 3607 or 3609.

History of the geographical and social region occupied by the Inca Empire: pre-Columbian cultures, the period of Spanish colonial rule, and the modern Andean republics (primarily Ecuador, Peru, and Bolivia).

3643. Argentina and LaPlata Region

(286) Three credits. Recommended preparation: HIST 3607 or 3609.

Colonial heritage, social and economic transformation of Argentina, Uruguay and Paraguay, foreign relations and contemporary turmoil.

3660W. History of Migration in *Las Americas*

(233W) (Also offered as LAMS 3660W and PRLS 3660W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; instructor consent. Recommended preparation: LAMS 1190, ANTH 3042, HIST 3635, HIST 3609, or HIST 3674/PRLS 3220; PRLS 3210. Spanish useful, but not required.

Applies broad chronological and spatial analyses of origins of migration in the Americas to the experiences of people of Latin American origin in Connecticut. Addresses a range of topics from the initial settlement of the Americas to 21st century migrations. CA 1. CA 4.

3674. History of Latino/as in the United States

(278) (Also offered as PRLS 3220.) Three credits.

Settlement and growth of Hispanic-origin populations in the United States today, from Spanish and Mexican settlement of western United States to the growth of Latino communities. Student oral history project. CA 1. CA 4.

3704. Medieval Islamic Civilization to 1700

(204) Three credits. Recommended preparation: HIST 1300 or 1400.

The social dynamics of faith, culture, and change from the rise of Islam to the Ottoman decline and the Islamic challenge to Greek and Latin Christendom.

3705. The Modern Middle East from 1700 to the Present

(205) Three credits.

Tradition, change, modernization and development in the Middle East from the Ottoman decline and rise of successor states to the Arab-Israeli and oil crises. CA 1. CA 4-INT.

3712. The Middle East Crucible

(290) Three credits.

Twentieth-century issues in the Middle East heartland with analysis focusing on the Ottoman heritage, nationalism, Arab-Israeli and other conflicts, Islam, oil, water, rapid sociopolitical change, trends in development, super-power rivalries, and the search for identity, independence, and peace with justice.

3752. History of Pre-Colonial Africa

(222) (Also offered as AFAM 3752.) Three credits.

The history of pre-colonial Africa with particular attention to the rise and fall of African kingdoms, interaction between different ethnic groups, African trade with other continents, and the impact of foreigners on African societies.

3753. History of Modern Africa

(223) (Also offered as AFAM 3753.) Three credits.

The history of African perceptions of and responses to the abolition of the slave trade, Western imperialism and colonialism, and the development of nationalism and struggle for independence.

3808. East Asia to the Mid-Nineteenth Century

(287) (Also offered as AASI 3808.) Three credits.

The major problems and issues of traditional Chinese and Japanese history and historiography. Special emphasis on the "Great Tradition" in ideas of both civilizations.

3809. East Asia Since the Mid-Nineteenth Century

(288) (Also offered as AASI 3809.) Three credits.

The reactions of East Asia to the Western threat, and the rise of Asian nationalism, communism, and fascism. Special attention to the tensions caused by the conflict of ideas.

3812. Modern India

(277) (Also offered as AASI 3812.) Three credits.

An introduction to the history of India from the Mughal and European invasions of the 16th Century to the present. India's synthesis of Eastern and Western culture, traditional and new, will be the focus.

3822. Modern China

(221) Three credits.

Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth.

3863. War and Diplomacy in East Asia

(289) Three credits.

European struggle for power in Asia since 1842, in the context of the rise of Japan and the reassertion of Chinese power.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 11/08/13
2. Department requesting this course: Mathematics
3. Nature of Proposed Change: Change prerequisites
4. Effective Date (semester, year): Fall 2014

(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

3435. Partial Differential Equations
(278) (Also offered as Mathematics 5435.) Three credits. Prerequisite: MATH 3410 or its equivalent. Not open for credit to students who have passed MATH 5435.
Solution of first and second order partial differential equations with applications to engineering and the sciences.

Proposed Catalog Copy

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

3435. Partial Differential Equations
(278) Three credits. Prerequisite: MATH 2410, or MATH 2420, or MATH 2144.
Solution of first and second order partial differential equations with applications to engineering and the sciences.

Justification

1. Reasons for changing this course: The change in prerequisites will allow for a wider audience in MATH 3435. The current prerequisites are too restrictive and enrollment is low as a result.
2. Effect on Department's Curriculum: allows more choices for the students.
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: Unchanged
7. Dates approved by
8. Name, Phone Number, and e-mail address of principal contact person:
David Gross, 486-1292, david.gross@uconn.edu

University of Connecticut

University Interdisciplinary Courses Committee
(modified from CLAS C&CC form and instructions)

Proposal to Add a New INTD or UNIV Undergraduate Course

1. Date of submission:

Feb. 15, 2014

2. **Department(s), academic unit(s), and/or university unit(s) requesting this course** (see Note W):

Individualized and Interdisciplinary Studies Program

3. **Principal Contact Person** (Name, Phone Number, and e-mail address):

Monica van Beusekom, Ph.D., Director
Tel: 6-0324
Monica.vanbeusekom@uconn.edu

James Dixon, Assoc. Prof., Psychology
Chair, Individualized Major Committee
Tel: 6-6880 james.dixon@uconn.edu

4. **Semester, intersession, or summer session and year in which course will be first offered** (example: Fall 2012 or Summer 2013) (see Note R):

Fall 2014

5. **Final catalog Listing** (see Note A to Note K, Note O, Note S):

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate courses are listed.

(Include abbreviation INTD or UNIV; course number (1XXX, 2XXX, etc.); skill code (if applicable); course title; semester offered; number of credits; prerequisites or recommended preparation (if applicable); consent of instructor (if applicable); exclusions (if applicable); repetition for credit (if applicable); open to sophomores or higher (if applicable); open to juniors or higher (if applicable); instructor(s) name(s) (if desired, in catalog copy); notice of S/U grading if appropriate; and complete course description ending with "Interdepartmental course (proposed sponsoring school(s) and/or college(s))" or "University course". General education content area(s) proposed (if applicable).)

UNIV 2600 Individualized Study Across Academic Disciplines
Both semesters. One credit. Consent of instructor is required.
Introduction to disciplinarity, multidisciplinarity, and interdisciplinarity. Recommended for students exploring an application to the Individualized Major Program. University course.

[When courses were renumbered in 2006, it was envisaged that the IMJR Program would use course numbers in the range X6XX. UNIV 2600 is suggested as an appropriate number and as an analog of UNIV 4600W, the IMJR capstone course.]

Further Information Related to Items included in Catalog listing:

6. Course Number (see Note B): University Interdisciplinary Courses Committee will assign an appropriate number.
   - What is the appropriate level for this course?

1000-level	**2000-level** √	3000-level	4000-level

   - Is there a special number suffix that would apply? (See Note B)

7. Semester, intersession, or summer session in which to be offered on a regular basis (see Note C; check all that apply):

Fall ☐ Spring ☐ **Both** ☐√ Either☐

Winter Intersession ☐ Summer Intersession ☐ Summer Session ☐

If there is demand we may eventually offer this course over the summer.

8. Number of academic credits and rationale (see Note D):

One credit. Course content and workload is equivalent to one credit.

9. Instructional Pattern (Describe the type of instruction (face-to-face, on-line, blended, etc.) and weekly pattern of class engagements and their nature (lecture, laboratories, discussion sections, discussion boards, blogs, on-line journals, etc.) (see Note E):

This course will be taught online. Students will engage with their classmates and the instructor through discussion boards, wikis, and peer reviews. They are required to meet with the instructor face-to-face or via Skype (or similar) at least twice during the semester.

10. Justification for creating this course (see Note L):

Students in the Individualized Major (IMJR) Program lack a structured opportunity to explore disciplinarity, multidisciplinarity, and interdisciplinarity at the start of their majors. The program currently requires students, at the time of application, to submit a 2-3 page statement of purpose that provides an explanation of and rationale for their plan of study. It has found that students have difficulty articulating the contributions of different disciplinary perspectives to the theme of their major.

The content of the statement of purpose (and an associated plan of study) are typically reviewed by academic advisors in the Individualized & Interdisciplinary Studies Program office and by (potential) faculty advisors to the particular students. In general, students who engage in multiple conceptual discussions with potential faculty advisors and IMJR staff advisors and prepare multiple drafts of their statements of purpose are those who produce more successful, conceptually complete individualized major proposals.

This course is designed to provide a more structured format in which students develop their proposals. Students will be exposed to such themes as the rise of disciplines, conceptual and methodological differences among the natural sciences, social sciences, and humanities, and strategies for integration across disciplines. In addition, students are expected to do research on the disciplines specific to their interests and consult with (potential) faculty advisors in those disciplines.

The only course specific to individualized majors is the capstone course (UNIV 4600W) and addressing disciplinarity and interdisciplinarity only at the close of the major is inadequate. While there are other interdisciplinary courses offered at the University, to our knowledge, these courses do not specifically focus on such themes as the rise of disciplines, different ways of organizing knowledge and strategies for integration across disciplines.

11. Academic merit of course proposed (see Note Li):

This course, organized in 10 modules, combines an introduction to disciplinarity, multidisciplinarity and interdisciplinarity with a structured opportunity to design an individualized plan of study. It uses TED Talks and faculty podcasts about interdisciplinary issues, interdisciplinary academic case studies, readings and lectures on disciplinarity, and student research on specific disciplines as means for students to explore disciplinary differences and the challenges of multidisciplinary or interdisciplinary study.

Upon completion of this course a student should be able to:
**Explain the most significant differences between the sciences, social sciences, and humanities and describe the key features of the disciplines relevant to the student's plan of study.
**Explain multi- and interdisciplinarity.
**Formulate a plan of study that is multidisciplinary or interdisciplinary in character.
**Analyze the challenges of and strategies for integrating knowledge across disciplines.

12. Assessment Methods (see Note Y):

Assessment methods include three papers (2-4 pages), discussion board contributions and two wikis. Students will also be required to respond to other students' discussion board contributions and complete a peer review of one paper.

13. Rationale for proposing as an INTD course (see Note Lii):

14. Rationale for proposing as an UNIV course (see Note Liii):

This course is proposed by the Individualized and Interdisciplinary Studies Program, a unit of Enrichment Programs which report to the Provost's office. The Individualized Major degree is granted by CLAS and CANR.

15. Provide a brief history of how this course was developed (see Note Lii and Liii):

This course was developed by Individualized Major Program staff and faculty, in consultation with the Individualized Major Committee. Following approval by the IMJR Committee, consultation with the CLAS and CANR CCCs and approval by the UICC, the

course has been taught as a special topics course (UNIV 3995) in Fall 2013 and Spring 2014. We are now seeking to make it a permanent course. Because we have taught this course online, we have worked with an e-Campus instructional designer to ensure that it follows best online teaching practices.

16. Overlapping courses: Briefly describe how the content of this course overlaps with others offered in the University. Justify the need for overlap. (see Note M)

No overlap.

17. Proposed general education content area(s) and skill code(s) (see Note T). Indicate all that apply:

W(riting) course	☐	Q(uantitative) course	☐	Both	☐				
Content Area: 1	☐	2	☐	3	☐	4	☐	International	☐

18. Grading basis proposed (letter grading, satisfactory/unsatisfactory grading) and rationale (see Note U).

Letter grading

19. Number of students expected to enroll each time the course is offered:

36 students

20. Number of class sections associated with each offering of the course:

Two sections

21. Estimated seats per class section:

18 seats

22. Classroom and technology requirements

Blackboard/HuskyCT

23. Effects on Other Departments, academic programs, and University units. (see Note N) Other than overlap, how will this course affect other departments, academic programs and/or University units? Consider matters such as enrollments in courses in other departments, academic programs and University units, contributions to plans of studies (majors, minors, concentrations), requiring a prerequisite from another department, etc. Where there are identifiable effects, then indicate the names of departments, academic programs and/or University units, the contact person with whom you have communicated, and contact information. As an appendix to this proposal, summarize or reproduce departmental responses.

Students taking this course who intend to apply to the Individualized Major Program will be asked to consult with potential faculty advisors in the disciplines that are relevant to the focus of their major. Currently, students who seek admission to the Program must do the same; therefore, this will not create a new expectation of faculty advisors. Rather, consultation will now be done in the context of the course. (Students who decide not to pursue an individualized major will be asked to consult with current and potential faculty advisors in their (proposed) major(s).)

24. **Regional campus availability:** Describe the availability of the proposed course at each Regional Campus. If not generally available, please explain why.

Because this course is online, it is available to students at the regional campuses.

25. **Provide the name(s) of faculty or instructors who will be teaching and/or supervising the course.** Describe team-teaching or supervision arrangements proposed (if applicable) (see Note P):

Monica van Beusekom, Ph.D. Director and Michael Cunningham, Ph.D. Academic Advisor. Both have interdisciplinary training, in African studies and history of science, respectively and both have extensive teaching experience as outlined in the attached curriculum vitae. Both the director and advisor currently advise students who are preparing proposals for admission to the Individualized Major Program.

26. **Statement of support from proposing department(s), academic program(s), and/or University unit(s)** (Include the nature of the contract between sponsoring parties, sources of funding for the course, how the course will be staffed and supervised (e.g. by a department head). Also describe the agreed process for the joint development of the course between parties.) (see Note V):

This course will be taught by the director and the academic advisor of the Individualized Major Program as part of their regular duties and therefore it will be funded from the existing budget of the Individualized and Interdisciplinary Studies Program. The teaching of this course – including its syllabus and the appropriateness of its instructors – will be formally and periodically reviewed by the Individualized Major Committee.

27. **Dates of Departmental Curricula and Courses Committee(s) (or closest equivalent for academic programs and University units) Approval** (see Note Q):

Department 1:	mm-dd-yyyy	Name:	
Department 2:	mm-dd-yyyy	Name:	
Department 3:	mm-dd-yyyy	Name:	
Department 4:	mm-dd-yyyy	Name:	
Academic Unit5:	mm-dd-yyyy	Name:	IMJR Advisory & Admissions Com 1/31/14
Academic Unit 6:	mm-dd-yyyy	Name:	

28. **Date of Department Faculty Approval or Reapproval (for INTD courses only):**

Department 1:	mm-dd-yyyy	Name:	
Department 2:	mm-dd-yyyy	Name:	

Department 3:	mm-dd-yyyy	Name:	
Department 4:	mm-dd-yyyy	Name:	
Academic Unit5:	mm-dd-yyyy	Name:	
Academic Unit 6:	mm-dd-yyyy	Name:	

29. Date of Department Head, Academic Unit Head, or University Unit Director Approval or Reapproval:

Department 1:	mm-dd-yyyy	Name:	
Department 2:	mm-dd-yyyy	Name:	
Department 3:	mm-dd-yyyy	Name:	
Department 4:	mm-dd-yyyy	Name:	
Academic Unit5:	mm-dd-yyyy	Name:	
Academic Unit 6:	mm-dd-yyyy	Name:	

29. Syllabus: Copy and paste course syllabus below. (see Note X):

UNIV 3995 SPECIAL TOPICS:

INDIVIDUALIZED STUDY ACROSS ACADEMIC DISCIPLINES

One credit, graded course. Instructor consent required.
Spring 2014
Instructors: Monica van Beusekom & Michael Cunningham

INTRODUCTION

This course introduces you to the ideas of disciplinarity, multidisciplinarity, and interdisciplinarity, and serves as a gateway to the Individualized Major Program. By exploring the history of disciplinarity, ways of thinking in the disciplines, and debates surrounding interdisciplinarity, it seeks to provide you with the concepts and tools to design an interdisciplinary program of study in an area of your interest.
This is an online course, but we ask you to meet with one of us in person at least once, and preferably several times, over the course of the semester. If you are not in residence at the Storrs campus we can make alternative arrangements (perhaps using Skype or another form of teleconference).

OBJECTIVES

Upon completion of this course, you should be able to:

- Describe the key features of the disciplines relevant to your field of study.
- Explain the different ways in which academic knowledge can be classified.
- Understand the strengths and limitations of quantitative and qualitative research.
- Understand the challenges of engaging in multidisciplinary and interdisciplinary study.
- Formulate strategies for integrating knowledge across disciplines.
- Develop a plan of study that is interdisciplinary or multidisciplinary in character.

ACTIVITIES

READING AND VIEWING

In this course you will be reading a number of scholarly articles about academic disciplines and interdisciplinary thinking. You will also be viewing at least one TED talk and a video clip about research methods.

- Joe Moran, "The Rise of Disciplines," pp. 1-16 in Joe Moran, *Interdisciplinarity* (Second Edition), London: Routledge, 2010.
- Jerome Kagan, "Characterizing the Three Cultures," pp. 1-5 in Jerome Kagan, *The Three Cultures: Natural Sciences, Social Sciences and the Humanities in the 21st Century*, Cambridge: Cambridge University Press, 2009.
- Matthew Miller and Veronica Boix-Mansilla, "Thinking Across Perspectives and Disciplines," GoodWork Project Report Series, No. 27, Harvard University, Project Zero, 2004.
- Selected TED talks and University podcasts
- Adaptation of "Salem's Secrets," a case study from National Center for Case Study Teaching in Science (http://sciencecases.lib.buffalo.edu/cs/)

WRITING

In this course you will be doing the following writing:

- Statement of Purpose and Plan of Study
- Disciplines Essay (750 words)
- Salem Essay (1000 words)
- Discussion Board Posts (in four modules)
- Wiki Contributions (in two modules)

TEAMS

There are two team projects in this course, both of which involve creating a wiki article. We have assigned you to one of four teams (Alpha, Beta, Gamma, or Delta); each team has an entry in the "Groups" tool in the left-hand column. There is a discussion board and file sharing tool for each team; please use them when you are creating your wikis.

When we are evaluating work done by the team, we will make no personal distinctions; everyone in the team will get the same grade.

EVALUATION

The points for each writing assignment are as follows:

- Statement of Purpose and Plan of Study: 20 points
- Disciplines Essay: 25 points
- Salem Essay: 30 points
- Discussion Board Posts: 15 points
- Wiki Contributions: 10 points

As you can see from the table above, you can earn 100 points in the course. Your letter grade for the course corresponds to the number of points that you earn:

100-93: A	89-88: B+	79-78: C+	69-68: D+	59-0: F
92-90: A-	87-83: B	77-73: C	67-63: D	
	82-80: B-	72-70: C-	62-60: D-	

STATEMENT OF PURPOSE AND PLAN OF STUDY

We will use the following criteria when evaluating the Statement of Purpose.

- *Cohesion:* Does the statement offer a cohesive theme for the major? Is the statement consistent with the Plan of Study? Are the disciplines and courses included in the statement consistent with the theme? Is the major theme consistent with the stated long-term goals and professional interests?
- *Evidence:* Is there a well-argued rationale for the inclusion of each of these disciplines and courses? Does the statement explain the connection between your major and your long-term goals, both academic and professional?
- *Organization:* Is the argument clearly stated? Does the body of the statement follow the argument in a logical flow?
- *Style:* Is the statement well written and easy to read? Do paragraphs have clear topic sentences and are they connected by smooth transitions? Is the statement free of grammatical and spelling errors?

We will use the following criteria when evaluating the Plan of Study.

- *Cohesion:* Does the plan offer a cohesive theme for the major? Are the disciplines and courses included in the plan consistent with the theme? Is the Plan consistent with the Statement of Purpose?

ESSAYS

We will use the following criteria when evaluating the Disciplines Essay and the Salem Essay.

- *Analysis:* Is the argument clearly expressed and sustained? Does the introduction include a clear thesis statement or argument? Does the essay offer insights and connections that demonstrate full understanding of the topic?
- *Evidence:* Does the essay include well-chosen, credible evidence to support the argument? Is the evidence cited appropriately and consistently, according to an accepted style?
- *Organization:* Does the body of the essay follow the argument in a logical flow?
- *Style:* Is the paper well written and easy to read? Do paragraphs have clear topic sentences and are they connected by smooth transitions? Is the essay free of grammatical and spelling errors?

DISCUSSION BOARD CONTRIBUTIONS

We will use the following criteria when evaluating your contributions to the Discussion Board.

- *Insight:* Does the post offer substantive reflection on the assigned material? Is it constructive?
- *Evidence:* Does the post include evidence from the reading to support its insights?
- *Style:* Is the post well written, easy to read, and civil in tone?

WIKIS

We will use the following criteria when evaluating your team's wikis. Everyone in the team will get the same grade.

- *Analysis:* Does the wiki offer insights and connections that demonstrate full understanding of the topic? Does it include evidence to support these insights?
- *Organization:* Is the wiki ordered in a logical manner?
- *Style:* Is the wiki well written and easy to read? Is the wiki free of grammatical and spelling errors?

LATE ESSAYS

A late essay will be downgraded 1/3 of a grade for each day that it is late (e.g. a B+ will become a B).
If, for whatever reason, you will not be able to make the deadline, please inform us by email.

ACADEMIC INTEGRITY AND THE STUDENT CODE:

Academic dishonesty of any type will not be tolerated in this class. Students should refer to the Student Code (see section on Academic Integrity - http://www.dos.uconn.edu/student_code.html) for specific guidelines.

Accessibility Issues

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Center for Students with Disabilities (486-2020) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Contact Information

If you would like to contact one of us, please send an email at the appropriate UConn address:

- Monica van Beusekom: monica.vanbeusekom@uconn.edu
- Michael Cunningham: michael.cunningham@uconn.edu

There is also a forum in the Discussion Board for general questions; please feel free to post there and we will respond as soon as we are able.

Course Schedule

UNIV 3995: Spring 2014

Part One: Introduction to Interdisciplinarity

M1. Introduction (Week of Jan. 20)
In Module 1, you will learn about the course and introduce yourself to your classmates.

Reading:

- Syllabus

Due:

- Discussion Board contribution: Thurs. Jan. 23, 11:59 pm

M2. Complex Public Issues (Week of Jan. 27)
In Module 2, you will explore the question of how different disciplines might contribute to the analysis of key public issues, such as HIV-AIDS, world hunger, or global warming.

Viewing:

- Elizabeth Pisani, "Sex, Drugs and HIV: Let's Get Rational" TED Talk, Feb. 2010
- Josette Sheeran, "Ending Hunger Now," TED Talk, July 2011
- David Keith, "A critical look at geoengineering against climate change," TED Talk, Sept. 2007
- Marla Spivak, "Why bees are disappearing," TED Talk, June 2013

Due:

- Wiki contribution: Thurs. Jan. 30, 11:59 pm

M3. Statement of Purpose and Plan of Study (Week of Feb. 3)
In Module 3, you will write a Statement of Purpose describing the theme of an individualized major, the disciplines included in the major, and why it interests you. You will also create a Plan of Study, which includes the courses that you would take in pursuit of the major that you described in the Statement of Purpose.

Reading:

- Statement of Purpose Guidelines

- Plan of Study Guidelines

Due:
- Statement of Purpose and Plan of Study: Thurs. Feb. 6, 11:59 pm.

M4. Meet with and Advisor (Week of Feb. 10)
In Module 4, you will meet with one of us, Monica van Beusekom or Michael Cunningham, to discuss your Statement of Purpose and Plan of Study. Please make an appointment on AdvApp (http://advapp.uconn.edu/); we are listed under "Enrichment Programs."

Due:
- Meet an Advisor: February 10-14, 8:30 am to 4:30 pm.

PART TWO: THE ORGANIZATION OF KNOWLEDGE

M5. The Organization of Knowledge (Week of Feb. 17)
In Module 5, you will read about the history of academic disciplines, the organization of knowledge in the modern American university, and broad categories of knowledge such as the humanities, social sciences, and natural sciences.

Reading:
- The Organization of Knowledge (lecture)
- Joe Moran, "The Rise of Disciplines," pp. 1-16 in *Interdisciplinarity,* London: Routledge, 2002.
- Jerome Kagan, "Characterizing the Three Cultures," pp. 1-5 in Jerome Kagan, *The Three Cultures: Natural Sciences, Social Sciences and the Humanities in the 21st Century*, Cambridge: Cambridge University Press, 2009.

Due:
- Discussion Board contribution: Thurs. Feb. 20, 11:59 pm

M6. Disciplines Essay (Week of Feb. 24)
In Module 6, you will identify two disciplines that are central to your academic interests and explore these in depth, using a range of sources, and write an essay about them. You will also review one of your classmate's essays and provide constructive feedback.

Due:
- Disciplines Essay (750 words): Preliminary Draft Thurs. Feb 27, 11:59 pm.
- Peer review of your partner's Disciplines Essay: Sun. Mar. 2, 11:59 pm.

M7. Disciplines Essay Revised (Week of March 3)
In Module 7, you will revise your Disciplines Essay in light of your classmate's suggestions and resubmit it.

Due:
- Disciplines Essay (750 words): Final Draft Thurs. Mar. 6, 11:59 pm.

M8. Statement of Purpose Revisited (Week of March 10)
In Module 8, you will revise your Statement of Purpose and Plan of Study in light of the work you did on the Disciplines Essay.

Due:
- Statement of Purpose and Plan of Study: Thurs. Mar. 13, 11:59 pm.

Spring Break

M9. Research Methodologies (Week of March 24)
Among and within disciplines there are often deep divisions regarding research methodologies. In Module 9, you will examine the debates surrounding quantitative and qualitative methods.

Reading:
- Research Methods (lecture)

Viewing:
- Qualitative versus Quantitative Research

Due:
- Discussion board contribution: Thurs. March 27, 11:59 pm

PART THREE: INTERDISCIPLINARY PERSPECTIVES

M10. Interdisciplinary Thought (Week of March 31)
In Module 10, you will explore the question of what it means to take a multidisciplinary or interdisciplinary approach. You will also read about some of the strategies that you can adopt when thinking across disciplines.

Reading:
- Interdisciplinary Study (lecture)
- Matthew Miller and Veronica Boix-Mansilla, "Thinking Across Perspectives and Disciplines," GoodWork Project Report Series, No. 27, Harvard University, Project Zero, 2004.

Due:
- Discussion Board contribution: Thurs. April 3, 11:59 pm.

M11. Case Study: Salem (Week of April 7)
In Module 11, you will examine a variety of data related to Salem during the era of the witch trials, and consider different disciplinary interpretations of the event.

Reading:
- Adaptation of "Salem's Secrets," a case study from National Center for Case Study Teaching in Science

Due:
- Wiki contribution: Thurs. April 10, 11:59 pm.

M12. Salem Essay (Week of April 14)
In Module 12, you will evaluate whether integration of different interpretations is possible and desirable in the case study about the Salem witch trials and write an essay about it.

Due:
- Salem Essay (1000 words): Thurs. April 17, 11:59 pm.

Monica M. van Beusekom
Individualized and Interdisciplinary Studies Program
University of Connecticut
368 Fairfield Way U-4151
Storrs, CT 06269
Tel: 860-486-0324
E-mail: monica.vanbeusekom@uconn.edu

EDUCATION

Ph.D. in African History, Johns Hopkins University, Baltimore, Maryland in May 1990.

Master of Arts in African History, Johns Hopkins University, Baltimore, Maryland in May 1986.

Bachelor of Arts in History, *summa cum laude*, Tufts University, Medford, Massachusetts in May 1982.

EMPLOYMENT

University Experience:

Director (Dec. 2013- present) and Interim Director, (Dec. 2012-Dec. 2013), Individualized and Interdisciplinary Studies Program and Coordinator of the University Scholar Program

Plan and implement the Individualized Major Program, the University Scholar Program and the interdisciplinary minors in criminal justice and international studies. Coordinate relations with program oversight committees, deans, departments, and faculty advisors. Advise and supervise the advising of prospective and current individualized majors, criminal justice and international studies minors, and University Scholars. Coordinate the development of informational materials and outreach.

Assistant Director, (2009-2012) and Academic Advisor (2006-09) Individualized and Interdisciplinary Studies Program, University of Connecticut

Directed the day-to-day operation of the Individualized Major Program. Advised and supervised the advising of prospective and current individualized major and criminal justice minor students. Coordinated the development of informational materials and outreach for the Individualized Major Program and criminal justice minor. Coordinated advising by and communication with individualized major and criminal justice minor faculty advisors.

Assistant Professor (2001-06) and Visiting Assistant Professor (2000-01), Department of History and International Studies Program, Trinity College, Hartford, CT.

Taught first-year seminars, introductory courses and junior and senior research seminars in African history. Supervised independent senior research projects and theses. Advised first-year students and history majors. Served as coordinator of African Studies (2003-06) and faculty sponsor of Trinity's Cape Town study abroad program (2002-05).

Visiting Scholar, Department of History, University of Connecticut, 1997-2000 and Instructor, Women's Studies Program.

Taught course on African women's history.

Assistant Professor, Department of History, State University of New York-Plattsburgh, 1994-1998.

Taught introductory and advanced courses in African and World History, including a senior research seminar. Advised history majors and minors.

International Development Experience:

Country Representative in Chad (Aug. 1991 to Sept. 1993) and Deputy Country Representative in Chad (Sept. 1989 to July 1991), Oxfam-Great Britain, an international development agency.

As the head of a team of 11 program and administrative staff, funded, monitored and evaluated the programs of Chadian nongovernmental associations working in pastoralism, food security, and urban development. Prepared strategic plans, budgets and annual reports. Was elected head of the consortium of non-governmental organizations in Chad.

Consultant in International Development.

Monitored and evaluated community development programs:

*In Mozambique for Oxfam-Great Britain, Aug. 1994.

*In Guinea-Bissau for the American Friends Service Committee, Jan.-May 1989.

*In Guinea-Bissau and the Cape Verde Islands for Oxfam America, in Aug. 1984, May 1985, and Feb. and May 1986.

Desk Officer for West Africa, Oxfam America, Boston, Massachusetts, 1982-1983.

Together with the manager of the West Africa program, provided home office support for Oxfam America's grants program. Travelled to Guinea-Bissau and Cape Verde to monitor projects funded by Oxfam America in July 1983.

PUBLICATIONS

Book:

Negotiating Development: African Farmers and Colonial Experts at the Office du Niger, 1920-1960, Social History of Africa Series, Portsmouth, NH: Heinemann, 2002.

Special Issue:

With Dorothy Hodgson edited special issue of the *Journal of African History* 41, 1 (2000) on "Lessons Learned? Development Experiences in the Late Colonial Period."

Articles:

"Individualism, Community and Cooperatives in the Development Thinking of the Union Soudanaise-RDA, 1950s-1960s," *African Studies Review* 51, 2 (2008): 1-25.

"Disjunctures in Theory and Practice: Making Sense of Change in Agricultural Development at the Office du Niger, 1920-1960," *Journal of African History* 41 (2000): 79-99.

"From Underpopulation to Overpopulation: French Perceptions of Population, Environment, and Agricultural Development in French Soudan (Mali), 1900-1960," *Environmental History* 4 (1999): 198-219.

"Office du Niger au Soudan Français (Mali): le développement rural au temps colonial," *Historiens-Géographes du Sénégal*, no. 7 (1999): 23-27.

"Colonisation Indigène: French Rural Development Ideology at the Office du Niger, 1920-1940," *International Journal of African Historical Studies* 30 (1997): 299-323.

Introductions:
with Dorothy Hodgson, "Lessons Learned? Development Experiences in the Late Colonial Period," *Journal of African History* 41 (2000): 29-33.

with François Ngolet, "Africans and the Roots of Early American Culture: Introduction," *Radical History Review* 75 (Fall 1999): 109-110 and 77 (Spring 2000): 104-105.

with Ian Christopher Fletcher, "Empires and Encounters III: Introduction," *Radical History Review* 71 (Spring 1998): 133-136.

with Ian Christopher Fletcher, "Empires and Encounters II: Introduction," *Radical History Review* 70 (Winter 1998): 102-105.

Book Reviews:
Numerous book reviews in *Journal of African History*, *African Studies Review*, *International Journal of African Historical Studies*, and *American Historical Review*.

Conference Presentations:
Numerous conference presentations including the Individualized Major Programs Conference (2013, 2012, 2011, 2010, 2009), Association of American Colleges and Universities (2013), Innovative Pedagogy and Course Redesign, Fairfield University (2011), African Studies Association (2005, 1997, 1995, 1994), Fifth International Conference on Mande Studies (2002), American Society for Environmental History (1999, 1997), Canadian Association of African Studies (1996), Society for French Historical Studies (1994).

LANGUAGE SKILLS

Fluent in French, Portuguese, and Dutch.

HONORS AND FELLOWSHIPS

One-Year Research Expense Grant, Trinity College, 2003-04.
Individual Development Award, SUNY-Plattsburgh, 1998 (declined).
Johns Hopkins University Fellowships, 1983-89.
Kenan Fellowship, Johns Hopkins University, Spring 1988.
Summer Travel Grant, The Program in Atlantic History, Culture and Society, Johns Hopkins University, 1984.
Grant-in-Aid of Research, Sigma Xi, the Scientific Research Society, 1984.
The Mary Grant Charles Prize, Tufts University, 1982.
Phi Beta Kappa, 1981.

860-486-2933
michael.cunningham@uconn.edu

MICHAEL D. CUNNINGHAM

QUALIFICATION SUMMARY

Twelve years working at Connecticut colleges and universities in both administrative and teaching roles. Five years of professional experience in a corporate setting.

EDUCATION

University of Connecticut

Ph.D., History, May 2005

- *Seashells on the Mountains: Antonio Vallisneri, Natural History, and the Republic of Letters*
- Early Modern Europe, Nineteenth-Century Europe, History of Science

M.A., History, December 1993

Lehigh University

B.S., Mechanical Engineering, June 1986

PROFESSIONAL EXPERIENCE

University of Connecticut

Individualized and Interdisciplinary Studies Program
Academic Advisor, 2013 - present

The Travelers Insurance Company

Safety Engineer and Account Manager, 1987 - 1992

TEACHING EXPERIENCE

University of Connecticut

Adjunct Professor, 2005 – 2009
Instructor, 1998 – 2005

Wesleyan University

Visiting Instructor, Spring 2005 and Spring 2006

Manchester Community College

Adjunct Professor, 2010, 2005-2006, Spring 2002

Eastern Connecticut State University

Adjunct Professor, 1999 - 2000

GRANTS & AWARDS

Gladys Krieble Delmas Foundation

Dissertation research grant in the Veneto, Italy, 1999

Fulbright Foundation
Grant for dissertation research in Italy, 1997-1998

University of Connecticut, Department of History
- Graduate Student Teaching Award, 2002

PUBLICATIONS

"The Holy Laws of Nature: Antonio Vallisneri, Antediluvian Men, and the Flood," in *The Origins of Scientific Learning: Essays on Culture and Knowledge in Early Modern Europe* (Mellen Press, 2007).

Review of *Viaggi e scienza: Le istruzioni scientifiche per i viaggiatori nei secoli XVII-XIX*, edited by Maurizio Bossi and Claudio Greppi, *Journal of Modern Italian Studies* 11, no. 4 (December 2006): 563 – 565.

PRESENTATIONS

"Antonio Vallisneri and the Republic of Letters"
Conference of the *Edizione Nazionale delle opere di Antonio Vallisneri*, Milan, 2006

"Letters, Fossils, and the Flood: Antonio Vallisneri's *Of marine Bodies found on Mountaintops*"
Center for Medieval and Renaissance Studies (CEMERS), Binghamton University, 2004

"Antonio Vallisneri, the Republic of Letters, and the Origin of Fossils"
History of Science Society Annual Meeting, Milwaukee, 2002

"An exploration of Antonio Vallisneri's natural philosophy"
International Center for the History of Universities and Science (CIS), Bologna, 1998

Report of the CLAS C&C Subcommittee on Study Abroad December 10, 2013

Members: Roger Celestin, Harris Fairbanks (Chair), Jon Gajewski, Robert Henning, Katrina Higgins, Richard Langlois, Shannon Weaver

The CLAS CC&C formed this subcommittee in fall 2012 to address problems that had been reported with regard both to its own students studying abroad and to incoming students seeking to study at UConn. For outgoing students the problems mainly concerned the accreditation of courses taken abroad by appropriate departments at home; for incoming students they concerned finding spaces in available classes and circumventing obstacles to enrollment based on uncertainty whether they had met pre-requisites.

To prepare its recommendations, the Subcommittee reviewed the four kinds of institutional arrangements entered into by students studying abroad:

a) UConn programs such as those in Paris and London, either taught by UConn faculty or where UConn hires the faculty and staff and selects the courses to be offered, which then carry UConn numbers and do not involve transfer credits at all. Transfer credits are sometimes involved for the Paris Program students: French courses taken by students are vetted by members of the UCONN French Department; courses taken by students outside of the French department are vetted by the appropriate members of the appropriate UCONN departments
b) Exchange programs with specific schools such as Warwick. Courses at these schools must be individually vetted by UConn faculty members who have appropriate backgrounds and expertise, even though the schools are generally of an international ranking higher than UConn's.
c) UConn-approved third-party programs entered through Study Abroad, where individual UConn faculty are required to vet courses for credit in their own department, either as a course equivalency or as a generic Foreign Study course. This vetting process often occurs after a student has already completed the course, or a large portion of the course.
d) Individual student matriculations where the student withdraws temporarily from UConn, except for summer programs, risks losing financial support, and then has any courses taken abroad evaluated as transfer courses through Transfer Admissions when applying for re-admission.

Based on information gathered from all sources, the Subcommittee recognized, when it reconvened with some change of membership in the fall of 2013, that some of the problems prompting its formation were already being addressed both by the Study Abroad Advisory Committee (SAAC) chaired by Subcommittee member Richard Langlois, and by the CLAS Student Advisory Center, headed by another Subcommittee member, Katrina Higgins. However, the Subcommittee concluded that some problems remain and offers the following recommendations to address them:

1) Regarding the evaluation of courses taken abroad for which the student seeks accreditation from CLAS departments and programs, the Subcommittee makes the following recommendations:

a) All CLAS departments and programs should have a designated faculty member (rather than staff member) to evaluate courses taken abroad by outgoing students for possible accreditation either as specific departmental courses or as generic foreign study courses.

b) This faculty evaluator should assume that any institution sanctioned by Study Abroad is properly accredited but in evaluating individual courses should consider the course description, syllabus, level, and appropriate credits to be awarded.

c) The designated SA evaluator, should be aware that SA courses accredited at UConn carry grades as well as credits, that SA publishes a chart showing how credits at institutions abroad convert into credits at UConn, and that the appropriate level of a UConn equivalency may require the evaluator to check the numbering system of the host institution by reviewing its catalog on line.

d) Departments should acknowledge the added workload for its SA evaluator and, for departments with a large burden of such evaluations, should arrange support in the form of release from some other professional obligations such as committee assignments. In some departments this role is fulfilled by the Undergraduate Coordinator who receives a course release for this and comparable other duties.

e) A list of CLAS departmental evaluators is maintained and updated by the CLAS Academic Services Center and supplied to SA, who in turn publishes it for the benefit of students.

2) CLAS departments will be made aware that at the beginning of each semester, Study Abroad will provide the CLAS Academic Services Center with the following information pertaining to incoming study abroad students:
    1. Student's biographical information
    2. Student's current transcript from home institution
    3. UConn course selection listed in order of preference
    4. UConn course descriptions
    5. Course descriptions and/or syllabi from student's home institution for all course which might serve to fulfill prerequisite requirements for UConn courses requested

A representative from the CLAS Academic Services Center will work with each department to determine if ISE students have met the prerequisites for the courses for which they are requesting enrollment.

3) One sentence on the SA website, "Courses taken on an approved Study Abroad program receive UConn course numbers, UConn credits, and UConn grades, which appear on your transcript," requires some qualification: Students should verify with their advisors that courses they deem to be equivalents of courses taken abroad will not be denied credit at UConn because they duplicate work already taken or are taken out of sequence. Departments should alert faculty advisors that in approving their advisees' plans to study abroad, they should review the students' transcripts to prevent these disqualifications.

4) Outgoing students should seek equivalencies for Study Abroad courses before departure, but when that is not possible, upon their return Study Abroad should coordinate efforts to find equivalencies in the best interests of the students. If after a reasonable evaluation process to determine equivalency, no department is able to certify a Study Abroad course as a UCONN equivalent (whether a specific course offering or as Foreign Study credits), the course should be submitted to the Study Abroad Advisory Committee to decide whether it is worth transferring at all, and if so, refer it to the University Interdisciplinary Courses Committee (UICC).

5) Departments should consider provisions for advising both incoming and outgoing students, and Study Abroad should be granted more resources for coordinating incoming students. This committee also recommends that the Provost implements the following policies with regard to ISE enrollment:

1. That ISE students register alongside students with junior standing
2. That if ISE students meet the prerequisites of the courses that they wish to take, and if space is available, they will be registered for those courses. Instructors only have the authority to deny a student's enrollment request if a. the class is full and/or b. if enrollment in the course is by instructor consent only.

6) Given the University's promotion of the study abroad experience for all UCONN students as a way to learn about cultural and other forms of "diversity," coursework in some Study Abroad programs could be counted toward the Gen Ed diversity requirement. As designees of the dean, certain staff of the CLAS Academic Services Center have the authority to approve substitutions for general education requirements and have, after review of syllabi and course work, approved some study abroad courses as substitutions for general education diversity requirements. The subcommittee recommends that moving forward, the process for approving such substitutions includes consultation with C&C, as well as relevant programs and departments.

7) Departmental evaluators should be aware that the SAAC is available as a resource.

8) The Subcommittee recommends regular communication between the SAAC and the CLAS CC&C regarding future changes and additions to policies and procedures that regard the curriculum to assure that the CLAS C&C remains well informed of these changes and has the opportunity to raise concerns and contribute to solutions wherever appropriate.

Guiding Principles for CLAS General Education Areas

This document was prepared by a subcommittee of the CLAS Committee on Courses and Curricula: Lindsay Cummings (Fine Arts, non-voting), Harris Fairbanks, Katrina Higgins, Micki McElya, Lionel Shapiro (Chair), Merrill Singer, Sebastian Wogenstein.

Approved by the Committee on Courses and Curricula on Dec. 10, 2013

A: ARTS

Courses that satisfy the requirements of Area A (Arts) engage students in the exploration of visual arts, multimedia arts, the dramatic arts, music, and/or analytical and creative forms of writing. Moreover, these courses engage students in one or more of the following:

- Investigation of the conventions and aesthetics of a particular art form.
- Inquiries into aesthetic theory.
- Analysis of the historical and social significance of one or more art form.
- Analysis of the role that art plays in the formation, expression, and revision of human culture.
- Comparative analysis of cultures through their modes of artistic expression.
- Investigation of an art form through creative and practical engagement with that form (i.e. making art).

B: LITERATURE

Courses that satisfy the requirements of Area B (Literature) 1) explore written texts or their dramatic performances in live theater, film, or video with respect to their aesthetic, philosophical or rhetorical qualities, 2) study historical, critical, and theoretical approaches to such texts, or 3) analyze texts of any description to illuminate the ways in which they produce meaning.

C: HISTORY

Courses that satisfy the requirements of Area C (History) aim to understand and reconstruct the human past with an emphasis on change over time through consideration of pertinent evidence, methods of documentation, interpretation, and explication.

D: PHILOSOPHICAL/ETHICAL ANALYSIS

Courses that satisfy the requirements of Area D (Philosophical/Ethical Analysis) introduce students to reasoning about fundamental questions of human existence and to critical reflection on the evidence for our most basic convictions. The skills to be cultivated include analyzing and evaluating arguments in defense of various positions. Such analysis is used to explore questions in one or both of the following broad categories: 1) the nature of reality together with the nature and extent of our capacity to represent and know about reality, and 2) which values and principles we ought to embrace in our lives, institutions, and communities.

E. WORLD CULTURES

Courses that satisfy the requirements of Area E (World Cultures) have two key components: 1) they examine one or more of the following: ethnic or cultural identity, cultural heritage and custom, the arts and other cultural expressions, cultural history, and cultural patterns and ways of

life; and 2) while they may focus on individual ethnic, cultural, or national groups or particular cultural domains (e.g., film, literature, specific domains of social life), they do so in the context of a cross-group comparative and/or an historic/developmental perspective intended to convey global understandings.

Report of the CLAS C&C
Subcommittee on General Education Area Requirements
Jan. 28, 2014

Members: Lindsay Cummings (Fine Arts), Harris Fairbanks, Katrina Higgins, Micki McElya, Lionel Shapiro (Chair), Merrill Singer, Sebastian Wogenstein

At its Dec. 10, 2013 meeting, the CLAS C&C Committee tasked this subcommittee with reviewing all courses approved by GEOC for Content Area 1 (Arts and Humanities) subsequent to 2005, to determine whether each course fulfills the objectives of its currently assigned CLAS general education area A through E. The issue arose because the current assignments were done without the Committee's oversight. In the future, assignment or reassignment of courses to areas A through E will be part of the regular course approval and revision process.

The subcommittee has now reviewed these courses, listed below, using the course descriptions submitted to GEOC together with the guiding principles we adopted for each area. Our recommendations are as follows:

(a) All courses should be maintained in their currently assigned areas, on the understanding that the instructor of GERM 1175 (Human Rights and German Culture) will receive GEOC approval for a revised description he has prepared.
(b) Two new courses recently approved by GEOC for Content Area 1, HEB/JUDS 3301 (The Jewish Middle Ages) and HEB/JUDS 3401W = ENG 3220W (Jewish American Literature and Culture), should be placed in area B (Literature).

Presently, two classes appear in more than one CLAS general education area. (Students are not, however, allowed to use a single course to satisfy two area requirements). These are FREN 1176 (Literature and Cultures of the Postcolonial Francophone World), in areas B and E, and MAST 1200 (Introduction to Maritime Culture), in areas B and C. The subcommittee recommends that such multiple listings be avoided in the future. Among our reasons are these:

- Multiple listings are confusing to students when a single course can't be used to satisfy both requirements.
- If multiple listings are encouraged, there will be incentives for departments to try to list each course in as many areas as possible.
- In any case, given the structure of CLAS general education requirements, there is no practical effect to listing in area E a course that is also listed in areas A, B, C, or D, since students are not required to take a course in area E.

List of courses recommended for general education areas:

A (Arts): AFAM/FINA 1100; ARTH 1128, 1141; CLCS 1002, 1110, 3211; MUSI 1002, 1003, 1005, 1021, 1022, 1112; SPAN 1010
B (Literature): CLCS 1101; ENGL 1640W, 2274W, 2408/W, 2409, 2411/W, 3629, 3633/W
C (History): AMST 1700; AASI/HIST 3531; HIST 1100/W, 1206, 1800, 1805, 2401, 2402, 3705; HIST/LAMS 3609, 3635; HIST/LAMS/PRLS 1570, 3660W; HIST 3674 = PRLS 3220; MAST 1200
D (Philosophical/ethical analysis): GERM 1175; HRTS/PHIL 2170W; PHIL 3220

E (World cultures): ARAB 1121, 1122; CHIN 1121, 1122; CLCS 1103W, 2201; FREN 1169, 3235; GERM 2400; ILCS 1170; NURS 2175; SPAN 1010.

AN APPLICATION FOR A PROFESSIONAL MASTER'S DEGREE PROGRAM IN BIOSTATISTICS

The Graduate School
The University of Connecticut

Submitted by the Department of Statistics

Summary

There is a high demand in industry, government, and medical center settings for people trained at the master's level who can contribute to the statistical design and analysis of biomedical studies. To meet this demand, we propose to start a Professional Master's Program (henceforth "the Program") in Biostatistics in Fall 2014, emphasizing practical skills needed in the work force. Students completing this program will have statistical expertise in inference, linear regression, analysis of variance, design and analysis of clinical trials and epidemiological studies, programming in SAS and R, and consulting experience in working on the statistical aspects of biomedical problems. The Program will require 31 credits and passing a written qualifying exam on both theoretical and applied aspects of biostatistics. The Program will take three semesters to complete.

The Program builds on the strengths of the Department of Statistics at the University. Founded in 1962, the Department of Statistics has awarded a total of 132 Ph.D. and 310 M.S. degrees, including 57 Ph.D. and 122 M.S. degrees awarded in the past ten years. A majority of the Ph.D. graduates are employed in biostatistics departments at research universities and pharmaceutical companies. Most of the M.S. graduates are employed as biostatisticians in the health industry. Ten years ago we initiated a Biostatistics concentration within the M.S. program in Statistics. At that time, we added three biostatistics courses (Introduction to Biostatistics, Clinical Trials, and Survival Analysis) as electives to our M.S. curriculum. Based on our success since then, we will build an innovative, comprehensive, and practical biostatistics program by adding more biostatistics courses and restructuring the requirements. We are in an especially advantageous position to do so given the close ties we have cultivated with UConn Health Center, the new Center for Genomics of Jackson Laboratories, the Connecticut Institute for Clinical and Translational Science (CICATS), Center for Health, Intervention, and Prevention (CHIP), Center for Public Health and Health Policy (CPHHP), Center for Environmental Sciences and Engineering (CESE), College of Agricultural and Natural Resources, the School of Engineering, the Neag School of Education, the School of Nursing, the School of Pharmacy, and many pharmaceutical companies such as Pfizer, Boehringer-Ingelhem, and Bristol Meyers Squibb. Consequently, we will be successful in offering modern courses and consulting services and providing valuable learning and internship opportunities to our students. In view of the heavy demand for workers with training in biostatistics from pharmaceutical companies, hospitals, and government, and the near future employment in the field of genomics, there is strong impetus for us to offer the proposed Professional Master's Program in Biostatistics.

INTRODUCTION

Many universities have developed Professional Master's Programs since 1997 in response to calls for more realistic programs to serve the nation's science and engineering needs

from policy leaders in employment and education, including the National Research Council, the Alfred P. Sloan Foundation, and the National Science Foundation. These programs have been designed to prepare people to work primarily in nonacademic sectors as laboratory administrators or project directors. There are now more than 125 such programs in more than 60 institutions in 25 states and the District of Columbia in disciplines such as mathematics, physics, biological sciences, computational science, forensics, chemistry, and geographical information systems. Most Professional Master's Programs are interdisciplinary in nature. About 2,500 students are enrolled annually, and the number is increasing. Although the early Professional Master's Programs were initiated with startup funds from the Sloan Foundation and the Council of Graduate Schools, they have demonstrated they can become self-supporting as their value to industry and their students' professional aspirations become apparent. Moreover, a growing number of such programs are going abroad, as other nations see the value of preparing Science-and-Engineering trained managerial workforce.
(http://www.nsf.gov/statistics/seind10/c2/c2s.htm#s64).

Our University currently has three Professional Master's Programs: Applied Financial Mathematics, Applied Genomics, and Microbial Systems Analysis. Their graduates have demonstrated how they have been contributing to technological developments in our state. We would like to add more contributions to our state's technology and health welfare by training biostatisticians who are extremely well trained and marketable upon graduation.

1. OBJECTIVES

State the objectives of this program in relation to the goals and objectives of the institution. In so doing, public institutions shall relate the proposed program to their approved mission, role, and scope. Identify target clientele and likely post-graduation activities.

The objectives of the Program are to provide rigorous training in modern biostatistics knowledge and skills that are sought after in all health related fields, including genomics. While statistical science is the general study of the collection, organization, analysis, and interpretation of data, biostatistics specifically involves the theory and application of statistical science to solve problems in public health, health services, policy, and biomedical research.

This is also directly related to our institution's strategic plan: through teaching and learning, to help our students grow intellectually and become contributing members of the state, national and world communities.

The target clientele for the Program are baccalaureate students with degrees in science, engineering, business or other related fields who wish to pursue careers in the health industry as biostatisticians. Such students may be recent graduates, or non-traditional students who wish to update training for new career opportunities or for advancements with current employers. We

expect that our master's graduates will find employment in pharmaceutical companies, clinical research labs, biotechnology companies, hospitals, and healthcare services.

2. EDUCATIONAL PLANNING STATEMENT

a. Indicate the relationship of the proposed program to other programs and resources of the institution, and to any institutional plan.

The University's Board of Trustees has adopted a Strategic Plan to provide direction for growth and development. The newly proposed Professional Master's Degree in Biostatistics is consistent with the objectives of the Strategic Plan, including economic development, collaboration with health industry and governmental agencies, training a skilled work force, and assuming national leadership roles in integrative research and education. The Biostatistics program will forge partnerships between the academic and private sectors to conduct research and education in biostatistics and its applications. A new academic plan is being developed with emphases and investment in STEM (science, technology, engineering and math), Bioscience CT program and Jackson Lab partnership, and UConn Technology Park. Biostatistics programs belong naturally in STEM, and have been making important contributions to bioscience, medicine, and technology.

b. Indicate what consideration has been given to similar programs in the geographic area to be served by the proposed program. Identify any similar existing academic programs in Connecticut in public, independent and proprietary institutions and explain the relationship of the proposed program to existing offerings.

Harvard, Yale, Brown, and Boston University offer an MS degree in Biostatistics, and Yale also offers an MS degree in Epidemiology and Public Health with a concentration in Biostatistics. None of these is structured as a Professional Master's Program. As far as Professional Master's degrees in Statistics or Biostatistics are concerned, there are only a few including Applied Statistics awarded by Cornell University and Penn State University, and Master of Business and Science with Statistics & Biostatistics concentration offered by Rutgers University. We have also carefully studied the curricula of a dozen biostatistics MS programs to develop our curriculum. Although there are overlaps between the above mentioned programs and ours, there are no programs like ours. The unique features include: (1) most of our courses contain a major computing component that is integrated seamlessly to the problem solving part of the course, so active and hands-on learning is emphasized; (2) in the required 11 courses, one of them can be selected from three courses: clinical trials, epidemiology, and survival analysis, and another one can be selected from a list of 16 modern biostat/stat courses, and so students have the freedom to develop individual interests and follow career aspirations; and (3) the required student seminar course (STAT5099) is

primarily for students to report and share their internship experiences. Moreover, it includes lessons on research ethics, management, and research paper discussions.

In Connecticut, we will be the only program that offers a Professional Master's degree in Biostatistics. Although Yale offers a regular MS degree in Biostatistics and an MPH degree with Biostatistics concentration, our excellent curriculum, central geographical location, and more affordable tuition will make our program more attractive than that of Yale for a majority of students.

c. Explain and provide supporting data regarding the relationship of the proposed program to further educational opportunities and current employment trends. Indicate evidence of student demand.

According to Occupational Outlook Handbook, 2010-11 ed. (http://www.bls.gov/oco), "employment of statisticians is projected to grow 13 percent from 2008 to 2018, about as fast as the average for all occupations. The use of statistics is widespread and growing. Statistical models aid in decision making in both private industry and government. There will always be a demand for the skills statisticians provide. Technological advances are expected to spur demand for statisticians. Ever-faster computer processing allows statisticians to analyze greater amounts of data much more quickly and to gather and sort through large amounts of data that would not have been analyzed in the past. As data processing continues to become more efficient and less expensive, an increasing number of employers will want to employ statisticians to take advantage of the new information available. Biostatisticians should experience employment growth, primarily because of the growing pharmaceuticals business. As pharmaceutical companies develop new treatments and medical technologies, biostatisticians will be needed to do research and clinical trials."

The most important change is that statisticians are now seen as integral members of the team from day one of any project, rather than as an afterthought as in the past. They now are at the table when new problems are discussed, whether it is in drug discovery, manufacturing, new medical treatments, or health policy.

The American Statistical Association has been actively advocating for statistical literacy, not only to increase the pipeline for future statisticians, but also to help develop critical thinkers for the future. We agree on that communication, computational, quantitative and analytical/critical thinking skills are essential to be a good statistician. Future biostatisticians need to build their knowledge and skills in mathematics, computation, communication, and biological and health sciences. Our Program will provide rigorous yet practical training for these needs.

Our department has graduated 132 Ph.D.'s since its founding. More than half of them are employed in the field of biostatistics. The others are mostly employed in the insurance and financial industries. Appendix 1 contains a list of these biostatisticians. This list confirms the job prospects of biostatisticians. We have not kept an employment record for our MS students. Appendix 2 contains some information we have on our MS graduates.

The projected demand for the proposed Professional Master's Program in Biostatistics is strongly supported by the continually increasing number of applicants for admissions to our graduate programs. The numbers were 167, 214, 196, 214, 318, 433, and 435 respectively for the years of 2007 to 2013. Majority of them have indicated their preference for biostatistics.

d. Board policy requires that all public institutions consider transferability of credit in the development of new undergraduate programs. Describe program articulation agreements planned or under development for this program. If possible, indicate the amount of credit which will transfer.

Not applicable.

e. Board of Trusties policy requires that the proposed new program proposal will be submitted for approval.

The development of our Professional Master's Program in Biostatics is supported by the Dean's office of CLAS and the Provost's Office. Once the proposed program is approved by the Course and Curriculum of CLAS, the Graduate School, and the Dean's Council, it will be submitted for approval to the UCONN Board of Trusties.

3. ADMINISTRATION

a. Indicate the dates by which students will enroll in and complete the program.

The first cohort of students will enroll in the program for fall 2014. The program takes 3 semesters (full time) for completion**.**

b. Describe the position and qualifications of the person directly responsible for administration of the program.

For the initial period of establishment of the Biostatistics Professional Degree, the Director will be Professor Joseph Glaz, Head of the Department of Statistics. He has extensive experience in advising and mentoring graduate students. He is a member of the Connecticut Academy of Arts and Sciences, Fellow of the Institute of Mathematical

Statistics, and Fellow of the American Statistical Association. He initiated the plan for a professional degree in Biostatistics and will be devoted to the development of the Program. He will be assisted by the Associate Head and Director of Graduate Programs, Professor Zhiyi Chi and the Director of Graduate Admissions, Professor Vladimir Pozdnyakov. He will be also assisted by all faculty members of the department of Statistics in teaching, and by the Professional Master's Program in Biostatistics Development Committee (Lynn Kuo, chair, Ming-Hui Chen, Ofer Harel, Elizabeth Schifano, and Jun Yan) in curriculum planning and student advising.

The Program will be part of the Graduate School of the University. It will receive oversight and administrative support from the Graduate School. It will formally report to the Dean of the Graduate School. The academic policies and procedures that govern the Graduate school will apply to the master's program in Biostatistics, as well, including admission requirements, general academic requirements, graduation requirements, and program review policies.

The Graduate Faculty Council is the legislative body of the Graduate School. It establishes academic policy for graduate education, except for those areas reserved to the Board of Trustees, to the University Senate, or to the faculties of other colleges and schools. The 60 members, representing specific content areas derived from constituent Fields of Study, are elected to serve three-year terms. The membership includes two voting student members chosen by the Graduate Student Senate. The President, the Provost, the Vice Provost and Dean of the Graduate School, and certain other administrative officers of the Graduate School are nonvoting ex officio members. The Council, representing the Graduate Faculty at large, exercises legislative authority in such areas as admissions criteria, curricular and degree requirements, new course approval, academic program review, and the like. (Ref: http://grad.uconn.edu/faculty/gfc.html).

c. List any specialized accrediting agency to which the institution plans to apply for program accreditation.

[None]

d. Describe procedures for internal evaluation of the program, including criteria that will be used.

Three years after initiation of the program, an internal review will be conducted. Recommendations from this review will be used to make improvements to the program. In addition the Graduate School will conduct an annual review. Every six to seven years the program will be reviewed as part of a University–wide assessment plan.

4. FINANCE

a. Summarize how resources described in questions 5, 7, and 9 will be provided- existing resources, reallocation and /or new resources. In case of existing or reallocated resources, indicate how the institution will prevent a negative impact on other programs. New costs and sources of funding are to be indicated in the attached resource summary.

The department has all the resources, including faculty members, established courses and facilities to start a Professional Master's Program in Biostatistics. No negative impact on other existing programs will occur. It is planned to admit in the first year 15 additional MS students to the new Professional Master's Program in Biostatistics.

Additional Faculty/staff resources:

We will start with the current faculty in the Statistics Department. When the Program matures, we anticipate the need for a full time Program Assistant, and two additional faculty members. This will be fully funded by the tuition generated by the Professional Master's Program in Biostatistics.

Additional student support resources:

We will need an additional administrative assistant for this program. As mentioned in the previous section, a full time Program Assistant will be needed, funded by the tuition generated from this new program.

Additional Library resources: None

Office Space:

All required office space is currently available in individual faculty, departmental, or shared spaces. More office space is will be needed in the future for new faculty and Ph. D. graduate students that are appointed as Teaching Assistants or Graduate Assistants. The administration of the Professional Master's Program itself does not require additional space.

Impact on other programs (both positive and negative):

The new Program will add another dimension to the University's expanding presence in Health Sciences and Genomics, which have a great need in expertise in the field of biostatistics. It will raise our reputation statewide and nationally. It will help to train workforce for the Jackson Lab of Genomic Medicine Institute.

We expect some of the graduates of the Professional Master's Program in Biostatistics, after completion of their degree, to enroll in our Ph. D. program in Statistics. We envision no negative impact on other programs within the university.

b. Complete the resource summary.

The Department of Statistics has a teaching computer lab and a research computer lab. The research lab has three Intel-based Linux workstations dedicated to large scale numerical computing and statistical simulation. The Department received a SCREMS grant from the National Science Foundation with the matching support from the College and the University. With this funding, the Department replaced all PCs in the research lab with 15 new Dell OptiPlex double dual-core PCs with Window XP operating systems and purchased a Linux based computer cluster with 32 computing nodes, each with double quad-core. With these changes, the computing facilities of the Department are now accessible to graduate students, visiting scholars, and faculty members.

A large software base is now available in either the PCs or the Linux workstations in both labs, which includes SAS, S-Plus, SPSS, GLIM, MINITAB, Mathematica, Maple, IMSL (Fortran and C), R, WinBUGS, as well as other packages and languages. IMSL (FORTRAN and C) and R are also available in the Department Linux cluster.

The Department's computers are managed and maintained by four lab managers, a Linux quarter time operations manager and a PC quarter time operations manager from the office of the Dean of the College of Liberal Arts and Sciences, and a student Linux cluster manager and a student Webmaster. The computer management team maintains, installs, and upgrades the operating systems and software, and they also provide the service of weekly tape back-up, as well as daily trouble-shooting of system problems.

Ref: http://www.stat.uconn.edu/www/?cate=resource&info=lab

5. FACULTY

a. List the name, title and qualifications for each person who will teach specialized courses in the program. Include for each person, degrees with areas of specialization, institutions at which the degrees were earned, pertinent experience, professional publication, and proposed course assignments.

Key Faculty, Ph.D. Degree Institution & Areas of Specialization

Haim Y. Bar Assistant Professor	Ph.D. Statistics Cornell University	High-Throughput Analysis in Biostatistics Variable and Model Selection Machine Learning High-Dimensional/Correlated Data Analysis
Joseph Cappelleri Adjunct Professor Senior Director	Ph.D. Psychometrics Cornell University Pfizer Inc.	Patient-Reported Outcomes Meta-Analysis Clinical Trials Epidemiologic Studies
Kun Chen Assistant Professor	Ph.D. Statistics University of Iowa	Dimension Reduction & Variable Selection Multivariate Analysis High-Dimensional Statistics Statistical Computing
Ming-Hui Chen Professor	Ph.D. Statistics Purdue University	Bayesian Data Analysis Design of Clinical Trials Meta-Analysis Missing Data Analysis Prostate Cancer Research Repeated Measures & Longitudinal Analysis Survival Analysis
Zhiyi Chi Professor	Ph.D. Applied Math Brown University	Applied Probability Stochastic Processes Multiple Hypothesis Testing Large Deviations Statistical Analysis of Neural Data
Dipak Dey Professor	Ph.D. Statistics Purdue University	Bayesian Modeling Multivariate Analysis Reliability and Survival Analysis Statistical Genetics
Joseph Glaz Professor	Ph.D. Statistics Rutgers University	Applied Probability Parametric Bootstrap

		Scan Statistics Simultaneous Inference
Ofer Harel Associate Professor	Ph.D. Statistics The Pennsylvania State University	Methods for Incomplete Data Causal Inference Verification Bias Statistical Consulting
Sangwook Kang Assistant Professor	Ph.D. Biostatistics Univ. of North Carolina at Chapel Hill	Survival Analysis Design of Epidemiological Studies Analysis of Epidemiological Studies Statistics in Sports
Lynn Kuo Professor	Ph.D. Math (Statistics) University of California at Los Angeles	Bioinformatics Biostatistics Survey Sampling Survival Analysis
Nitis Mukhopadhyay Professor	Ph.D. Statistics Indian Statistical Institute	Survey Sampling Environmental Sampling Clinical Trials Multivariate Data Analysis
Nalini Ravishanker Professor	Ph.D. Statistics New York University	Time Series Modeling Time-To-Events Analysis Marketing Environmental and Transportation Eng.
Naitee Ting Adjunct Professor Sr. Principal Biostatistician Boehringer-Ingelheim Pharmaceuticals	Ph.D. Statistics Colorado State University	Clinical Trial Dose Finding in Drug Development Therapeutic Equivalencies Variance Component Models
Elizabeth D. Schifano Assistant Professor	Ph.D. Statistics Cornell University	Biostatistics Variable and Model Selection Statistical Genomics High-Dimensional/Correlated Data Analysis
Alexander Tartakovsky Professor	Ph.D. Statistics/Information Moscow Institute of Physics	Statistics Decision Theory

	and Technology	Sequential Analysis
Richard Vitale Professor	Ph.D. Applied Mathematics Brown University	Convex-Geometric Methods Stochastic Geometry Inequalities
Xiaojing Wang Assistant Professor	Ph.D. Statistics Duke University	Bayesian Modeling Time Series Data Analysis Gaussian Processes and Spatial Statistics Subgroup Analysis and Multiplicity
Jun Yan Associate Professor	Ph.D. Statistics University of Wisconsin	Dynamic Survival Models Longitudinal Data Analysis Spatial Statistics Statistical Computing

Key Program Faculty & Proposed Course Assignments

Haim Bar	Stat. 5505 Applied Statistics, I Stat 5515 Design of Experiments
Joseph Cappelleri	Stat. 6494. Epidemiology Stat. 6494. Longitudinal Data Analysis
Kun Chen	Stat. 5665. Applied Multivariate Analysis Stat. 5361. Statistical Computing Stat. 5725. Linear Models I
Ming-Hui Chen	Stat. 5505, 5605. Applied Statistics I, II Stat. 5645. Survival Analysis Stat. 6494. Applied Bayesian Data Analysis Stat. 6494. Categorical Data Analysis Stat. 6494. Statistical Consulting
Zhiyi Chi	Stat. 4875. Nonparametric Methods Stat. 5361. Statistical Computing Stat 5665. Applied Multivariate Analysis
Dipak Dey	Stat. 5099. Investigation of Special Topics
Joseph Glaz	Stat. 5099. Investigation of Special Topics Stat. 5515. Design of Experiment Stat. 6494. Bioinformatics I
Ofer Harel	Stat. 5625. Introduction to Biostatistics Stat. 6494. Epidemiology Stat. 6494. Statistical Consulting

Sangwook Kang	Stat. 5625. Introduction to Biostatistics
	Stat. 5645. Survival Analysis
	Stat. 6494. Epidemiology
	Stat. xxxx. Data Management and Programming in SAS and R
Lynn Kuo	Stat. 5099. Investigation of Special Topics
	Stat. 5625. Introduction to Biostatistics
	Stat. 5645. Survival Analysis
	Stat. 6494. Bioinformatics II
	Stat. 6494. Statistical Consulting
Nitis Mulkhopadhyay	Stat. 5585. Mathematical Statistics I
	Stat. 5685. Mathematical Statistics II
	Stat. 5525. Sampling Theory
Nalini Ravishanker	Stat. 5505, 5605. Applied Statistics I, II
	Stat. 5665. Applied Multivariate Analysis
	Stat. 5825. Applied Time Series
	Stat. 6494. Longitudinal Data Analysis
Elizabeth Schifano	Stat. 5505, 5606. Applied Statistics, I, II
Naitee Ting	Stat. 5635. Clinical Trial
Alexander Tartakovsky	Stat. 5585. Mathematical Statistics I
	Stat. 5685. Mathematical Statistics II
Richard Vitale	Stat. 3965. Elementary Stochastic Processes
Xiaojing Wang	Stat. 5725. Linear Models I
Jun Yan	Stat. xxxx. Data Management and Programming in SAS and R
	Stat. 5645. Survival Analysis
	Stat. 6494. Longitudinal Data Analysis
	Stat. 6494. Environmental Statistics
	Stat. 5585. Mathematical Statistics I
	Stat. 5685. Mathematical Statistics II

Professional Publications:

Haim Bar (with J. Booth and M. Wells) 2012. A mixture-model approach for parallel testing for unequal variances. *Statistical Applications in Genetics and Molecular Biology* Vol. 11, Iss. 1, Article 8.

(with D. Lillard) 2012. Accounting for heaping in retrospectively reported event data - A mixture model approach. *Statistics in Medicine*, DOI: 10.1002/sim.5419

(with J.G. Booth, E. Schifano and M.T. Wells) 2010. Laplace approximated EM microarray analysis: An empirical Bayes approach for comparative microarray experiments. *Statistical*

Science, 25(3), 388-407.

(with E. Schifano) 2011. Empirical and fully Bayesian approaches for random effects models in microarray data analysis. *Statistical Modelling*, 11(1), 71-88.

Joseph C. Cappelleri (with K.H. Zou, A.G. Bushmakin, J.M.J. Alvir, D. Alemayehu, T. Symonds). 2013. *Patient-Reported Outcomes: Measurement, Implementation and Interpretation.* Chapman & Hall/CRC. In press.

(with A.G. Bushmakin). 2013. Interpretation of patient-reported outcomes. *Statistical Methods in Medical Research*. In press. E-pub ahead of print.

(with D.M. Sobieraj, W.L. Baker, O.J. Phung, C.M. White, C.I. Coleman). 2013. Methods used to conduct and report closed loop Bayesian mixed treatment comparisons published in the medical literature: A systematic review. *BMJ Open* (British Medical Journal Open). In press.

(with K.H. Zou, A.G. Bushmakin, M.O. Carlsson, T. Symonds). 2013. Cumulative response curves to enhance interpretation of treatment differences on the Self-Esteem And Relationship questionnaire for men with erectile dysfunction. British Journal of Urology *International*. 2013; 11:E115-E120.

Kun Chen (with Dong, H. and Chan, K.-S.) 2013. Reduced rank regression via adaptive nuclear norm penalization. *Biometrika.* In press.

(with Stenseth, N. C. and Chan, K.-S.) 2012. Reduced rank stochastic regression with a sparse singular value decomposition. *Journal of the Royal Statistical Society: Series B*. 74(2), 203-221.

(with Chan, K.-S.) 2011. Subset ARMA model selection via the adaptive lasso. *Statistics and Its Interface*. 4, 197-205.

(with Jiang, W. and Tanner, M.) 2010. A note on some algorithms for the Gibbs posterior. *Statistics and Probability Letters*. 80 (15-16), 1234-1241.

Ming-Hui Chen (with Q. Chen, D. Ohlssen and J.G. Ibrahim) 2013. Bayesian modeling and inference for clinical trials with partial retrieved data following dropout. *Statistics in Medicine*, 32, 4180-4195.

(with J.G. Ibrahim, A.K. Shah, J. Lin and H. Yao (2012). Meta-analysis methods and models with applications in evaluation of cholesterol lowering drugs. *Statistics in Medicine*, 31, 3597-3616.

(with A.V. D'Amico, M. de Castro, M. Loffredo, D.S. Lamb, A. Steigler, P.W. Kantoff and J. W. Denham) (2012). Surrogate endpoints for prostate cancer-specific mortality after radiation

and androgen suppression therapy in men with localised or locally advanced prostate cancer: an analysis of two randomised trials. *The Lancet Oncology*, 13(2), 189-195.

(with J.G. Ibrahim, P. Lam, A. Yu and Y. Zhang) 2011. Bayesian design of non-inferiority trials for medical devices using historical data. *Biometrics,* 67, 1163-1170.

Zhiyi Chi (with C. Guan, P.B. Luh, and L.D. Michel) 2013. Hybrid Kalman filters for very short-term load forecasting and prediction interval estimation. *IEEE Trans. Power Systems*. In press.

2012. On exact sampling of nonnegative infinitely divisible random variables. *Advances in Applied Probability,* 44(3), 842-873.

2011. Effects of statistical dependence on multiple testing under a hidden Markov model. *Annals of Statistics,* 39(1), 439-473.

2010. Multiple hypothesis testing on composite nulls using constrained p-values. *Electronic J. Statistics,* 4, 271-299.

Dipak K. Dey (with M.O. Prates, R. H. Aseltine, Jr., J. Yan) 2013. Assessing intervention efficacy on high-risk drinkers using generalized linear mixed models with a new class of link functions. *Biometrical Journal*. In press.

(with R.Fu and K. Holsinger) 2011. A beta mixture model for assessing genetic population structure. *Biometrics*, 67(3), 1073-82.

(with V. Lachos and D. Bandopadhyay) 2011. Linear and non-linear mixed-effects models for censored HIV viral loads using normal/independent distributions. *Biometrics*, 67(4), 1594-604.

(with R. Liu, D. Boss, P. Marquet and B. Javidi) 2011. Recognition and classification of red blood cells using digital holographic microscopy and data clustering with discriminant analysis. *Journal of the Optical Society of America*, A, 28 (6), 1204-1210.

Joseph Glaz (with Wu, Tu.-L. and Fu, J. C.) 2013. Discrete, continuous and conditional variable window scan statistics. *Journal of Applied Probability*, in press.

(with Wang, X.) 2013. Variable window scan statistics for normal data. *Communications in Statistics-Theory and Methods Ser. A.,* in press.

(with Chen, J.) 2013. Scan statistics for monitoring data modeled by a negative binomial distribution. Proceeding of the XV International Symposium on Applied Stochastic Models and Data Analysis, June 25-28, 2013, Barcelona, Spain, in press.

(with Naus, J. and Wang, X.) 2012. Approximations and bounds for distribution of moving sums of normal random variables. *Methodology and Computing in Applied Probability* 14, 597-616.

Ofer Harel (with Chung, H. and Miglioretti, D.) 2013. Latent class regression: inference and estimation with two-stage multiple imputation. *Biometrical Journal*, 55(4), 541–553.

(with Boyko, J.) 2013. Missing data: Should we care? *The American Journal of Public Health*, 103(2), 200-201.

(with Siddique, J. and Crespi, C.M.) 2012. Addressing missing data mechanism uncertainty using multiple-model multiple imputation: application to a longitudinal clinical trial. *Annals of Applied Statistics*, 6(4), 1814-1837.

(with J.L. Schafer) 2009. Partial and latent ignorability in missing-data problems. *Biometrika*, 96, 37-50.

Sangwook Kang (with S. Chiou, and J. Yan) 2013. Fast accelerated failure time modeling for case-cohort data. *Statistics and Computing*, *DOI 10.1007/s11222-013-9388-2*.

(with J. Cai, L. Chambless) 2013. Marginal additive hazards model for case-cohort studies with multiple disease outcomes: an application to the Atherosclerosis risk in communities (ARIC) study. *Biostatistics*, 14(1), 28-41.

(with Y. Yoon, C. Park, and C. Hofmeister) 2012. Group variable selection in cardiopulmonary cerebral resuscitation data for veterinary patients. *Journal of Applied Statistics*, 39(7), 1605-1621.

Lynn Kuo (with C. Song) Dynamic frailty and change point models for recurrent events data. *Journal of the Iranian Statistical Society*, 2013. 12 (1) 127-151.

(with Y. Zhao, MH Chen, B. Pei, D. Rowe, D-G Shin, W. Xie, and F. Yu) 2012. A Bayesian approach to pathway analysis by integrating gene-gene functional directions and microarray data, *Statistics in Biosciences*, 4(1), 105-131**;** DOI 10.1007/s12561-011-9046-1

(with F. Yu, M.H. Chen, P. Huang and W. Wang) 2011. Bayesian hierarchical modeling and selection of differentially expressed genes for the EST data. *Biometrics*, 67, 142-150.

(with C. Song, C. A. Derby, R. B. Lipton, and C. B. Hall) 2011. Multi-stage transitional models with random effects and its application to the Einstein Aging Study, *Biometrical Journal*, 53(6) 938-955.

Nitis Mukhopadhyay (with Bhargab Chattopadhyay) 2013. Asymptotic expansion of percentiles for a sample mean standardized by GMD: An application in the normal case. *Journal of Japan Statistical Society*, 42, 165-184.

(with Sankha Muthu Poruthotage) 2013. Sequential fixed-width confidence interval procedures for the mean under multiple boundary crossings. *Sequential Analysis*, 32, 83-109.

(with Mun S. Son) 2013. Ratios X/Z, Y/Z built from independent random variables (X,Y) and Z may not always be dependent. *Statistical Methodology*, 14, 62-66.

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(with J. R. M. Hosking and J. Mukhopadhyay) 2010. Spectrum-based comparison of stationary multivariate time series. *Methodology and Computing in Applied Probability,* 12(4), 749-762.

(with Jeffrey S. Pai) 2009. A multivariate preconditioned conjugate gradient approach for maximum likelihood estimation in vector long memory processes. *Statistics and Probability Letters,* 79(9), 1282-1289.

(with J. P. Nolan) 2009. Simultaneous prediction intervals for ARMA processes with stable innovations. *Journal of Forecasting*, 28, 235-246.

Elizabeth Schifano (with T. Sofer, J.A. Hopping, L. Hou, and A.A. Baccarelli) 2013. A-clustering: a novel method for detection of co-regulated methylation regions, and regions associated with exposure. *Bioinformatics*, (advance access) doi:10.1093/bioinformatics/btt498

(with L. Li, D.C. Christiani, and X. Lin) 2013. Genome-wide association analysis for multiple continuous secondary phenotypes. *American Journal of Human Genetics*, 92(5), 744−759.

(with R.L. Strawderman and M.T. Wells) 2013. Hierarchical Bayes, maximum a posteriori estimators, and minimax concave penalized likelihood estimation. *Electronic Journal of Statistics*, 7, 973−990.

(with M.P. Epstein, L.F. Bielak, M.A. Jhun, S.L.R. Kardia, P.A. Peyser, and X. Lin) 2012. SNP set association analysis for familial data. *Genetic Epidemiology*, 36, 797−810.

Alexander Tartakovsky (with I. Nikoforov and M. Basseville) 2013. *Sequential Analysis:*

Hypothesis Testing and Change-Point Detection, Chapman & Hall/CRC, in press.

2013. *Rapid Detection of Attacks in Computer Networks by Quickest Changepoint Detection Methods, in Data Analysis for Network Cyber-Security*, Imperial College Press, 2013, in press

(with G. Fellouris) 2013. Almost minimax sequential tests of composite hypotheses. *Statistica Sinica*, 23-4 (Invited paper for special issue in honor of the 70th birthday of Professor David Siegmund).

(with A.S. Polunchenko) 2012. State-of-the-Art in sequential change-point detection. *Methodology and Computing in Applied Probability*, vol. 14, no. 3, pp. 649–684, 2012.

Naitee Ting (with X. Wang) 2012. A proof-of-concept clinical trial design combined with dose-ranging exploration. *Biopharmaceutical Statistics*, wileyonlinelibrary.com DOI: 10.1002/pst.1525

2011. Phase 2 clinical development in treating chronic diseases, *Drug Information Journal* 45-4, 431-442

2010. *Classical Dose-Finding Trial* in *Handbook of Adaptive Designs in Pharmaceutical and Clinical Development*, CRC Press, 9-1-9-19.

2009. Practical and statistical considerations in designing an early phase II osteoarthritis clinical trial: a case study, *Communications in Statistics – Theory and Methods*, 38, 3282-3296

Rick Vitale 2010. Convex bodies and Gaussian processes. *Image Analysis and Stereology*, 29, 13–19.

2008. On the Gaussian representation of intrinsic volumes. *Statistics and Probability Letters*, 78, 1246–1249.

(with Y. Wang) 2008. The Wills functional for Gaussian processes. *Statistics and Probability Letters*, 78, 2181–2187.

2007. Multivariate medians and measure-symmetrization. In: Proceedings, Vardi Memorial Conference (R. Liu, W. Strawderman and C-H Zhang, eds.). *Institute of Mathematical Statistics Lecture Notes -- Monograph Series*, 54, 260–267.

Xiaojing Wang (with J. O. Berger and L. Shen) 2013. A Bayesian approach to subgroup identification. *Journal of Biopharmaceutical Statistics*. In press.

(with J. O. Berger and D. S. Burdick) 2013. Bayesian analysis of dynamic item response models. *Annals of Applied Statistics*, 7(1):126-153.

(with Y. Zhou, A. T. K. Wan and S. Xie) 2010. Wavelet analysis of change-points in a nonparametric regression with heteroscedastic variance. *Journal of Econometrics*, 159 (1): 183-201.

(with Y. Zhou, A. T. K. Wan) 2008. Estimating equations inference with missing data. *Journal of the American Statistical Association*, 103 (483): 1187-1199.

Jun Yan (with Wang, X. and Ma S.) 2013. Augmented estimating equations for semiparametric panel count regression with informative observation times and censoring time. *Statistica Sinica* 23(1): 359-381.

(with Aseltine, R. and Harel, O.) 2013. Comparing regression coefficients between nested models for clustered data with generalized estimating equations. *Journal of Educational and Behavioral Statistics* 38(2): 172-189.

(with Kojadinovic, I.) 2012. Goodness-of-fit testing based on a weighted bootstrap: A fast large-sample alternative to the parametric bootstrap. *Canadian Journal of Statistics* 40(3): 480-500.

(with Huang, J.) 2012. Model selection for time-varying coefficient Cox models. *Biometrics* 68(2): 419-428.

b. For each vacant or proposed faculty position, provide title, position qualifications, areas of teaching specialization, and proposed date of appointment.

One assistant professor in Genomics to be filled by August 2014.

6. CURRICULA AND INSTRUCTION

a. Identify and describe each major component of the program (major or specialization, general education, thesis, etc.); specify credit requirements for each component. Indicate the required sequence of courses and established prerequisites. Attach appropriate excerpts from the catalog.

Degree Requirements: Minimum of 31 credits.

Required Courses: (Each course has 3 credits except Stat. 5099 Student Seminar).

Stat. 5099. Investigation of Special Topics, Student Seminar (PS, ELS) (1 credit)
Stat. 5505. Applied Statistics I (PS, CL)
Stat. 5605. Applied Statistics II (PS, CL)
Stat. 5515. Design of Experiment (PS, CL)

Stat. 5585. Mathematical Statistics I (PS)
Stat. 5685. Mathematical Statistics II (PS)
Stat. 5625. Introduction to Biostatistics (PS, CL)
Stat. xxxx. Data Management and Programming in SAS and R (CL, PS)
Stat. xxxx (6494). Statistical Consulting (PS, CL, ELS)
Elective I: one course from the following three courses:
Stat. 5635. Clinical Trial (PS, CL)
Stat. 5645. Survival Analysis (PS, CL)
Stat.xxxx(6494). Epidemiology (PS, CL)
Elective II: one course from the following list, except the course chosen in Elective I:
Stat. 5635. Clinical Trial (PS, CL)
Stat. 5645. Survival Analysis (PS, CL)
Stat. 6494. Epidemiology (PS, CL)
Stat. 3965. Elementary Stochastic Processes (PS)
Stat. 4875. Nonparametric Methods (PS, CL)
Stat. 5361. Statistical Computing (CL, PS)
Stat. 5525. Sampling Theory (PS, CL)
Stat. 5665. Applied Multivariate Analysis (PS, CL)
Stat. 5725. Linear Models I (PS)
Stat. 5825. Applied Time Series (PS, CL)
Stat. 6494. Applied Bayesian Data Analysis (PS, CL)
Stat. 6494. Bioinformatics I (PS, CL)
Stat. 6494. Bioinformatics II (PS, CL)
Stat. 6494. Categorical Data Analysis (PS, CL)
Stat. 6494. Longitudinal Data Analysis (PS, CL)
Stat. 6494. Environmental Statistics (PS, CL)
Stat. 5099. Independent Study (PS, CL, ELS)
Or one course involving the application of biostatistics offered by any other departments on campus approved by the student's advisory committee.

Content Key
PS (problem solving), CL (computer literacy), ELS (ethical, legal, social aspects)

The recommended sequences of courses are:
First Semester: Stat. 5505. Applied Statistics I
Stat. 5585. Mathematical Statistics I
Stat. 5625. Introduction to Biostatistics
Stat. xxxx. Data Management and Statistical Programming in SAS and R

There are two recommended sequences for the second and third semesters. Each student needs to consult with his/her major advisor to choose the most suitable sequence:

(1) Choice I:

Second Semester:	Stat. 5605. Applied Statistics II
	Stat. 5685. Mathematical Statistics II
	Stat. 5515. Design of Experiments
	Elective I (Elective II)
Third Semester:	Stat. xxxx (6494). Statistical Consulting
	Elective II (Elective I)
	Stat. 5099. (1 credit). Investigation of Special Topics, Student Seminar

(2) Choice II:

Second Semester:	Stat. 5605. Applied Statistics II
	Stat. 5685. Mathematical Statistics II
	Stat. 5515. Design of Experiments
	Stat. 5099. (1 credit) Investigation of Special Topics, Student Seminar
Third Semester:	Stat. xxxx (6494). Statistical Consulting
	Elective I
	Elective II

Advisory Committee

Three members of the Graduate faculty in the Biostatistics Program Development Committee will be selected to serve as the advisory committee for each candidate for the Professional Master's of Science in Biostatistics. The Advisory Committee will assist students in the selection of courses best suited to meet her/his career aspirations.

Plan of Study

The student will prepare a Plan of Study containing the courses he or she takes to fulfill her/his MS degree requirements, before taking the Exit Exam. The Advisory Committee and the Executive Committee of the Graduate School has to approve it.

Exit Examination

The final requirement for the Professional Master Degree is a passing grade on a comprehensive written exam covering the basic material from six courses taken in the first year. The exam has two parts with theory and application tested separately. The theory exam is based on the courses: Mathematical Statistics I and II (Stat. 5585 and 5685). The applications exam is

based on the following courses: Applied Statistics I and II (Stat. 5505 and 5605), Design of Experiment (Stat. 5515), and Introduction to Biostatistics (Stat. 5625).

b. Give the number, title, and a narrative course description for each course in the major area of specialization in the proposed program, noting which courses are new. Attach appropriate excerpts from the catalog.

Stat. xxxx. Data Management and Programming in SAS and R (New Course)

Introduction to concepts and techniques in the computerized management of research data in public health and biomedicine using computer software such as SAS and R. Students get hands on experiences on creating and managing biomedical, clinical trials, and epidemiology data sets and using SAS, R, and Epi-Info procedures to conduct basic statistical analyses. Topics include: research data management, computers and operating systems, R and SAS programming, graphics, public health databases, working with human subjects data (data security and Hippa requirements, Institutional Review Boards, data and Safety Monitoring Boards in Clinical Trials), data quality monitoring and assurance, archiving, working with Structured Query Language (SQL), basic statistics analysis with R and SAS, and report writing.

Stat. xxxx (6494). Statistical Consulting (Was offered occasionally on experimental basis)

Prerequisites: Stat 5505/5605 and Stat 5515 or equivalent.

Introduction to basic concepts of a statistical consulting process. Human side (non-statistical aspect) of statistical consulting including the role of the consultant; conducting meetings with clients; interpersonal and communication skills (written and verbal), interaction with clients; principles of good consulting practice - learning to critique consulting sessions; and ethics, professional conducts, and authorships. Solving statistical consulting problems including design an experiment that fits the need of the clients; power and interval-width based sample size determination; data handling, data validation and summary data descriptions; quality graphical display; statistical modeling with clear statements of assumptions made; and goodness of fit and model validation. During the semester, students will interact with clients and make class presentations.

Statistics 3965. Elementary Stochastic Processes

Prerequisite: Statistics 3025Q or 3375Q or 5585 or consent of instructor.

Conditional probability and expectation, moments and distribution of random sums,

transition probabilities of Markov chains, first step analysis of Markov chains, long run behavior of Markov chains, classification of states, homogeneous and nonhomogeneous Poisson processes, interarrival time and waiting time distributions, spatial Poisson process, compound Poisson process, birth and death processes, branching processes, queuing processes with exponential interarrival times and service times.

Statistics 3515Q/5515. Design of Experiments

Prerequisite: A previous statistical methods course and consent of instructor.

Completely randomized, randomized block, Latin squares, nested and repeated measures designs, multiple comparisons, factorial experiments, random and mixed models, confounding and fractional factorials, analysis using SAS computer package.

Statistics 4875. Nonparametric Methods

Prerequisite: Statistics 3375Q or 5585 or consent of instructor.

Intuitive approach and basic concepts, one and two-sample problems, estimation, testing and confidence procedures, small sample and asymptotic distribution theory, Pitman efficiency, K sample problems, rank correlation.

Statistics 5099. Student Seminar/Internship

Each student is required to make a one hour presentation. The topics can be his/her internship experience, a high-impact article in his/her research area, or his/her original research.

Stat. 5099. Independent Study (PS, CL, ELS) 1 to 6 credits.

This course is arranged with the consent of individual faculty member.

Statistics 5505-5605. Applied Statistics

Prerequisites: A previous statistical methods course, calculus, and/or consent of instructor.

Statistics from a data analytic viewpoint incorporating parametric and nonparametric methods, exploratory data analysis, graphical methods, one-sample problems, jackknifing, bootstrapping, robustness, two-sample problems, k-sample problems including one-way ANOVA, randomized block designs, two-way ANOVA, additivity, simple linear regression,

multiple linear regression, analysis of covariance, categorical data.

Statistics 5361. Statistical Computing

Prerequisite: Statistics 3025Q, 3445 or 5685 and/or consent of instructor.

An introduction to computing for statistical problems and research. Topics covered are basic numerical methods, nonlinear statistical methods, numerical integration and differentiation, random generation, and simulation. Should time allow, statistical graphics is considered.

Statistics 5525. Sampling Theory

Prerequisite: Statistics 5685 or 3445.

Concepts of sampling error, non-sampling error, bias, sampling designs, simple random sampling with replacement, simple random sampling without replacement, sampling with unequal probabilities stratified sampling, optimum allocation, proportional allocation, ratio estimators, regression estimators, systematic sampling, super population approaches, inference in finite sampling.

Statistics 5585-5685. Mathematical Statistics

Prerequisite: 3 semesters of calculus, the third possibly concurrent.

Distribution and density functions of random variables , conditional probability and independence, moment generating functions and moments, common families of distributions, multi-parameter exponential family, multiple random variables, change-of-variable techniques, models of convergence, central limit theorem, distribution of order statistics, sufficiency principle, minimal sufficiency, ancillarity, completeness, likelihood principle, point estimation, interval estimation, hypothesis testing, evaluation of estimators and tests.

Statistics 5625. Introduction to Biostatistics

Rates and proportions, sensitivity, specificity, two-way tables, odds ratios, relative risk, ordered and non-ordered classifications, trends, case-control studies, elements of regression including logistic and Poisson, additivity and interaction, combination of studies and meta-analysis.

Statistics 5635. Clinical Trials

Basic concepts of clinical trial analysis: controls, randomization, blinding, surrogate

endpoints, sample size calculations, sequential monitoring, side-effect evaluation and intention-to-treat analyses. Also, experimental designs including dose response study, multicenter trials, clinical trials for drug development, stratification, and cross-over trials.

Statistics 5645. Concepts and Analysis of Survival Data

Survival models, censoring and truncation, nonparametric estimation of survival functions, comparison of treatment groups, mathematical and graphical methods for assessing goodness of fit, parametric and nonparametric regression models.

Statistics 5665. Applied Multivariate Analysis

Prerequisite: Matrix algebra, a prior statistical methods course, Statistics 3375Q or 5585 or consent of instructor.

Multinormal techniques with applications, topics covered: Hotelling's T^2 test, multivariate analysis of variance, discriminant analysis, principal components, factor analysis, cluster analysis, introduction to and use of SAS computer package.

Statistics 5725. Linear Models I

Prerequisites: Statistics 5685 or 3445, linear algebra, consent of instructor.

Introduction to matrices with applications in statistics, multivariate distribution theory, distribution of quadratic forms, theory for the full rank and less than full rank model (including geometric developments), analysis of covariance, comparison of regression and dummy variable modeling.

Statistics 5825. Applied Time Series

Introduction to prediction using time-series regression methods with non-seasonal and seasonal data. Smoothing methods for forecasting. Modeling and forecasting using univariate autoregressive moving average models.

Stat. 6494. Applied Bayesian Data Analysis (PS, CL)

Prerequisite: STAT 5585 and STAT 5685 or equivalent.

The focus of this course is primarily on applications of Bayesian methods. Topics to be covered include fundamentals of Bayesian inferences, standard normal theory inference problems (regression and ANOVA), hierarchical models, Bayes estimation and hypothesis

testing (Bayes factor), summarizing and reporting of Bayesian analysis (Bayesian standard error, Bayesian credible interval, and HPD interval), prior elicitation, model identifiability, Bayesian model building, comparisons and diagnostics, basic simulation techniques such as rejection/acceptance algorithm and inverse CDF method, methods for sampling from posterior distributions such as Gibbs sampler and Metropolis-Hastings algorithm, and Monte Carlo integration, Bayesian sample size calculation and application of Bayesian methods to categorical data analysis may also be discussed when time permits. SAS and WinBUGS will be used in this course.

Stat. 6494. Bioinformatics I and II (PS, CL)

Computational and analytical methods for extracting embedded information from massive amount of DNA sequence data and protein structure data in genomics. Topics include sequence alignment, high throughput sequencing technology, RNA Sequence data analysis, gene expression studies, data mining, visualization, clustering, evolution and phylogenetics, proteomics and functional genomics, integrative genomics, and system biology and Bayesian network. Hands on experience with the R language will also be given.

Stat. 6494. Categorical Data Analysis (PS, CL)

Prerequisites: Stat 5585 and Stat 5685 or equivalent.

Sampling models for categorical data --- Poisson, multinomial, product multinomial, generalized hypergeometric, inter relationship; analysis for a 2 x 2 table, normal and chi-square approximations, continuity corrections, Fisher's exact test; prospective and retrospective studies, sensitivity, specificity; odds ratios and interval estimates --- the use of the ``delta'' method, exact interval estimates, Bayesian approaches; correlated 2 x 2 tables, McNemar's test, Simpson's paradox, combining 2 x 2 tables, Mantel-Haenszel approach, R x C tables, trend tests, association for R x C tables, log-linear models for R x C tables, log-linear models for three way tables, model selection, goodness of fit, residual analysis, logistic regression, probit regression, complementary log-log regression, other link functions (skewed versus symmetric), Poisson regression, correlated categorical (binary and ordinal) regressions, and Bayesian analysis.

Stat. 6494. Longitudinal Data Analysis (PS, CL)

Prerequisites: Stat 5585 and Stat 5685 or equivalent.

Modern methods for analyzing repeated measurements of subjects over time, regression analysis for correlated data, various programs in SAS including PROC MIXED, applications to real world studies.

Stat. 6494. Environmental Statistics (PS, CL)

Prerequisite: Applied statistics (STAT 5505/5605) or equivalent or consent of instructor.

This course covers the statistical analysis and modeling of spatial data with intended applications in environmental sciences. Analysis of three types of spatial data will be covered.

• Geostatistical data (point referenced data) are observed from sites that may or may not be regularly spaced in a continuous space. Geostatistics is a collection of statistical tools about modeling, identification and separation of small and large scale variations, prediction (or kriging) at unobserved sites, and reconstruction of whole underlying random field.

• Lattice data (areal data or data on a fixed network) are observed from sites indexed by a discrete non-random spatial set. Goals for these types of data include constructing and analyzing explicative models, quantifying spatial correlations, prediction and image restoration.

• Spatial point data are random sites in space. A central question in the statistical analysis of point pattern is to know if the distribution of points is essentially regular, completely random, or aggregated.

In addition, analysis of spatial extremes data, which are extreme value analysis in a spatial context, will be covered.

c. Indicate any requirements and arrangements for clinical affiliations, internships, and practice or work experienced. Describe how these will be administered and furnish the following assurances.

Consulting opportunities may be provided, but not required, at our Statistical Consulting Services that provide advice on design of experiments, statistical data analysis, and interpretation of results to our graduate students, faculty, and external clients. Internships will be encouraged and may be arranged, but not required, through our connections with the UConn Health Center, the Connecticut Institute for Clinical and Translational Sciences (CICATS), Center for Public Health and Policy (CPHHP), Center for Health, Intervention, and Prevention (CHIP), Agricultural, Business, Education, Engineering, and Nursing Schools, Pfizer, Boehringer Ingelheim, and other pharmaceutical companies. We require each student to take Stat5099 (Investigation of Special Topics, Student Seminar) before graduation. In this course, students will be encouraged to present a report on their consulting or internship projects.

7. RESOURCE CENTERS AND LIBRARIES

a. Number of volumes, periodicals, and other materials in the major field and related subject areas

The University of Connecticut Libraries have the largest public research collection in the state. The collection includes books, print and electronic periodicals, microfilm, maps, sound and video recordings, musical scores, and an ever growing array of electronic resources, including e-books, streaming audio and video collections, as well as art and photographic image databases. The Babbidge Library also houses a Map and Geographic Information Center (MAGIC), which is the largest public map collection in New England and a nationally acclaimed resource for geospatial data. MAGIC, in collaboration with several other campus departments, operates the Connecticut State Data Center, the state's official liaison to the U.S. Census Bureau, which provides a single portal for all socioeconomic data for the state and its municipalities. Also included are an Art & Design Library and reading room; the Roper Center Public Opinion Archives; comprehensive collections of current and retrospective Federal and Connecticut documents; extensive video and audio collections; and two video theaters. Other libraries on the Storrs campus include the Pharmacy Library in the Pharmacy/Biology building, and the Archives & Special Collections at the Thomas J. Dodd Research Center. (http://www.lib.uconn.edu/about/overview.html).

8. ADMISSION POLICIES

For the graduate program, describe specific admission requirements.

Graduate School regulations and policies will govern admission to the program. These regulations require

1. Completed Application for Graduate Admission and Residence Affidavit.
2. One set of official transcripts and certification that the degree has been awarded.
3. TOEFL (or IELTS) taken within two years from the date of application. A minimum score of 550 for the paper-based TOEFL, 213 for the computer-based TOEFL or 80 for the internet-based TOEFL. A minimum score of 6.5 of IELTS may be used to substitute for TOEFL.
4. Completed Course Summary Form
5. Three or four letters of recommendation, at least one of which should be from someone associated with the applicant's most recent academic program. (Letters need not be on special forms.)
6. Personal Statement, a letter describing the applicant's career goals.
7. Scores on verbal, quantitative, and analytic sections of the Graduate Record Examination (GRE) for all applicants.

8. There are no financial aids for students enrolled in this program. Exceptional students who will pursue Ph.D. in Statistics in the program may be considered for financial aids at a later time.

9. Early attention to each of the above items will speed the consideration of the application. The fall application deadline is June 1 (April 1 for international applicants).

9. FACILITIES AND EQUIPMENT

Describe any specialized physical facilities (classrooms, laboratories, offices) and specialized equipment which are necessary to initiate and maintain the program.

All facilities required for this program already exist at the University of Connecticut. With three new faculty and many more graduate students expected, we will need more office space for new faculty and new students.

	A	B	C	D
1	**PS Name**	**Confer Date**	**Title, Employer**	
2	Salsburg, David	1967	retired from Pfizer 1995	
3	Taneja, Vidya Sagar	1967		
4	Tsokos, Chris	1968	Professor University of South Florida	
5	Woods, Jimmie Dale	1968	retired from USCG, School of Mgmt, Htfd Graduate Center	
6	Fridshal, Donald	1969		
7	Harrington, Leigh	1969		
8	Hatch, Lawrence Otis	1969		
9	Badhe, Sahadeo Kautik	1970		
10	Fulton, David LeRoy	1970		
11	Goldstein, Matthew	1970	Chancellor City University of New York	
12	Gulati, Bodh Raj	1970		
13	Sogliero, Gene Sandra	1970		
14	Bauer, David Francis	1971		
15	DeLisser, Oswald George	1971		
16	Lavoie, Richard Hector	1971		
17	Abdunnur, Labib J.	1972		
18	Murphy, Richard C.	1972		
19	Powers, William A. III	1972		
20	Weng, Teng-Shan	1972		
21	Barthel, Michael J.	1973		
22	Fligner, Michael A.	1974	Emeritus, Ohio State University	
23	Berger, Lawrence C.	1975		
24	Woodruff, Brian W.	1975		
25	Dietz,Eleanor Jacquelin	1978	Professor Meredith College	
26	Stephenson,William Robert	1979	Associate Professor Iowa State Univ	
27	Carter,John Frederick	1981	Vice President Responsys	
28	Davis,Marsha Jane	1985	Associate Professor Eastern CT State University	
29	Leighty,Robert Mcconnell	1985		
30	Kenyon,James Roy	1987	Researcher/consultant Robert R. Kenyon, Ph.D.	
31	Leeds,Steve	1987	Principal KMK Consulting	
32	Darmanto,Suryoguritno	1987	University of Gadjah Mada, Indonesia	
33	Liberman,Silvi	1987	deceased	
34	Cantwell,Patrick Joseph	1987	Bureau of Census	
35	Judge,John Joseph	1988	Professor/Chair Westfield State College	
36	Carlin,Bradley Paige	1989	Professor of Biostatistics University of Minnesota	
37	Miller,Daniel Stephen	1989	Professor C.C.S.U. --S	
38	Moreno,Mabel Haydee	1989		

	A	B	C	D
39	Schumacher,Phyllis Anne	1989	Professor of Mathema Bryant College	
40	Liu,Pei-San Liao	1989	Professor Fu Jen Catholic University, ROC	
41	Chung,Younshik	1990	Associate Dean Pusan National University, Korea	
42	Solanky,Tumulesh Kumar	1990	Professor of Mathematics University of New Orleans	
43	Yiannoutsos,Constantin T.	1991	Director, Biostatistics for Cancer Center Indiana University School of Medicine	
44	Lee,Tai-Ming	1992	Fu Jen Catholic University, ROC	
45	Chattopadhyay,Saibal	1993	Professor and Dean Indian Institute of Management	
46	Peng,Fengchun	1993	Sears & Roebuck	
47	Birmiwal,Lea Reyes	1994	Birmiwal Investment Trust	
48	Sahu,Sujit Kumar	1994	Senior Lecturer in Statistics University of Southhampton, U.K.	
49	Mallick, Bani Kumar	1994	Professor Texas A & M University	
50	Pai,Jeffrey Shyh-chang	1994	Assoc. Professor University of Manitoba	
51	Yang,Tae Young	1994	Professor Myongji University	
52	Chang,Hong	1995	Statistician and Senior Project Manager Tufts New England Medical Center	
53	Datta,Sujay	1995	Associate Professor University of Akron	
54	Sison,Cristina P.	1995	Sr. Research Statistician Feinstein Institute for Medical Research	
55	Bonetti,Marco	1996	Assoc. Professor University of Boconi, Italy	
56	Ghosh,Sujit Kumar	1996	Associate Professor North Carolina State University	
57	Larose,Daniel Thomas	1996	Professor Central Connecticut State University	
58	Lou,Kuo-Ren	1996	Professor Tamkang University, ROC	
59	Vlachos,Pantelis K.	1996	Associate Professor Carnegie Mellon University	
60	Qiou,Zuqiang	1996	Vice President Barclays Capital	
61	Ecker,Mark David	1997	Associate Professor University of Northern Iowa	
62	Iyengar,Malini Krishnan	1997	GSK	
63	Chen,Jie	1998	Senior Statistician University of Massachusetts, Boston	
64	Chu,Hui-May	1998	Anoixis Corp.	
65	Niverthi,Murali	1998	Lincoln Financial Group	
66	Duggan,William Thomas	1999	Pfizer Central Research	
67	Klesczewski,Kenneth S.	1999	Bristol Meyers Squibb	
68	Wang,Fei	1999	Sr. Manager Biostatistics Amgen	
69	Holler,Keith	2000	Vice President Erie Insurance Group	
70	Kottas,Athanasios	2000	Associate Professor University of California, Santa Cruz	
71	Banerjee,Sudipto	2000	University of Minnesota	
72	Patra,Kaushik	2000	Sr. Assoc. Director MedImmune	
73	Agarwal,Deepak Kumar	2001	Principal Yahoo Research	

	A	B	C	D
74	Chen,Zhen	2001	Staff Scientist, Epidemiology Branch National Institutes of Health	
75	Micheas,Athanasios	2001	Associate Professor of Statistics University of Missouri	
76	Cicconetti,Gregory	2002	Glaxo Smith Kline	
77	Ying,Jun	2002	Biostatistician/Associate Professor University College of Cinncinnati College of Medicine	
78	Bhaumik,Amitabha	2003	Manager, Biostatistics Sanofi Pasteur	
79	Liu, Junfeng	2003	Assistant Professor University of Medicine $ Dentistry	
80	Fu, Rongwei	2003	Assoc. Professor Oregon Science and Health University	
81	Paliwal, Prashni	2004	Biostatistician Bristol Meyers Squibb	
82	Mallick, Madhuja	2004	Biostatistician Merck Research Laboratories	
83	Majumdar, Anandamayee	2004	Professor Soochow University	
84	Wu, Shanshan	2004	Vice President Alliance Bernstein	
85	Huang, Lan	2004	National Cancer Institute/NIH	
86	Song, Seongho	2005	Assistant Professor University of Cinncinnati	
87	Zhang, Zhenkui	2005	Statistical Analyst Liberty Mutual Bank	
88	Ghosh, Samiran	2006	Assistant Professor Indiana University-Purdue University Indianapolis	
89	Diva, Ulysses	2006	Biostatistician Astrazeneca	
90	Liu, Zhaohui	2006	Senior Biostatistician Bristol Meyers Squibb	
91	Xu, Hai	2006	Asst. Product Manager, R&D Mercury Insurance	
92	Song, Changhong	2006	Mathematical Statistician FDA Center for Devices and Radiological Health	
93	Das, Sonali	2006	Senior Researcher CSIR Built Environment	
94	Oemcke, Zoe	2006	Associate Director Babson Capitol Management, LLC	
95	Pepe, William	2007	Statistician AT&T Labs, Inc.-Research	
96	Guo, Feng	2007	Assistant Professor Virginia Tech	
97	Li, Pengfei	2007	Sr. Project Statistician Eli Lilly	
98	Mukhopadhyay, Jaydip	2007	Manager Deloitte	
99	Yu, Fang	2007	Assistant Professor University of Nebraska	
100	Xi, Yingmei	2008	Sr. Biostatistician AVEO	
101	Das, Sourish	2008	Asst. Professor Chennai Mathematical Institute	
102	Xie, Wangang	2009	Abbots Lab (Chicago)	
103	Zhao, Yifang	2009		
104	Zou, Jian	2009	Asst. Professor Indiana University-Purdue University Indianapolis	
105	Gaoini, Elijah	2009	Corporate Vice President, Data Science New York Life Insurance Company	
106	Joyce, Patrick	2009	Mathematical Statistician Bureau of Census	
107	Raman, Balaji	2009	Sr. Solutions Manager Cogitaas	
108	Wang, Xia	2009	Asst. Professor University of Cinncinnati	
109	Fama, Yuchen	2010	Associate Travelers Insurance	
110	Tchumtchoua, Sylvie	2010	Postdoctoral Fellow SAMSI	
111	Ge, Miaomiao	2011	Sr. Biostatistician Boehringer-Ingelheim Pharm Inc.	
112	Hurtado-Rua, Sandra	2011	Postdoctoral Fellow Weill Medical College, Cornell University	
113	Prates, Marcos	2011	Postdoctoral Fellow State University of Campinas, Brazil	
114	Stratton, Jeffrey	2011	Postdoctoral Fellow UMass, Amherst	

	A	B	C	D
115	Wang, Xiaojing	2011	Statistician Google Quantitative Marketing Team	
116	Matthews, Gregory	2011	Post Doc. Research Fellow University of Massachusetts, Amherst	
117	Bhattacharjee, Debanjan	2011	Assistant Professor Utah Valley University	
118	Sinha, Arijit	2011	Senior Biometrician Novartis Healthcare Pvt. Ltd.	
119	Bharath, Karthik	2012	Asst. Professor Ohio State University	
120	Chattopadhyay, Bhargab	2012	Assistant Professor University of Texas, Dallas	
121	Hu, Shan	2012	Predictive Modeler Plymouth Rock Assurance	
122	Liu, Ran	2012	Biometrician Merck & Co., Inc.	
123	Wei, Ziwen	2012	Senior Scientist Merck & Co.	
124	Yao, Hui	2012	Ernst & Young, NY	
125	Zhang, Yuanye (Vickie)	2012	Senior Biostatistician Novartis	
126	Li, Wenqing	2012	Amgen, CA	
127	Wu, Rui	2012	Novartis, NJ	
128	Chiou, Sy Han (Steven)	2013	Assistant Professor University of Minnesota, Duluth	
129	Jiang, Xun (Tony)	2013	Biostatistics Manager Amgen	
130	Boyko, Jennifer	2013	Senior Biostatistician Boehringer-Ingelheim	
131	Liao, Gong-Yi	2013	Consultant, Risk Analytics, Second Vice President Northern Trust Company	
132	Perera, Sankha	2013	Predictive Modeler Plymouth Rock Assurance	
133	Chaurasia, Ashok	2013	Postdoctoral Fellow National Institute of Child Health & Human Dev.	
134	**PS Name**	**Confer Date**	Business Title Employer	
135	Aronov, Brien		Senior Consultant, Personal Insurance Research & Development Travelers Insurance	
136	Wang, Xiao (Leo)		Assistant Vice President Barclays Investment Bank	
137	Rayaprolu, Sairam		Decision Science Consultant Disney	

MS Graduates
Employment

Last	First	Graduated	Employer	UConn PhD
Award (Gauthier)	Pam	1991	Pfizer	
Anziano	Richard	1992	Pfizer	
Rangarajan	Revathy	1993	ICON Clinical Research, Project Director	
Castoro	Philip	1996	Senior Director, Data Solutions Group at Merkle	
Duggan	William	1996	Pfizer	PhD 1999
Finamore	John	1996	Unknown	
Metcalf	Jeffery	1996	Director of Analytics at United Health Group	
Rezendes	George	1996	Director of Institutional Research at Three Rivers Community College	
Becher	Jennifer	1997	Director at Wellpoint	
Chen	Biao	1998	Professor, Syracuse University	
Iyer	Vishwanath	1998	Possible Associate Professor for University of Texas-Austin	
Wu	Jeanne	1998	Unknown	
Zou	Guangyong	1998	Associate Professor at University of Western Ontario	
Banerjee, PHD	Sudipto	1999	Professor of Biostatistics, University of Minnesota	PhD 2000
Hirman	Joseph	1999	Possibly works at Pacific Northwest Statistical Consulting, has PhD	
Holler, PHD	Keith	1999	VP-PL Actuarial at Erie Insurance Group	
Kotlov	Lada George	1999	Undergraduate Instructor at University of Michigan	
McClure	Amber	1999	Unknown	
Pennington (Sbriglio	Ann	1999	Pfizer	
Sbriglio	Ann Marie	1999	Unknown	
Talukdar	Khorshed	1999	Unknown	
Tao	Aiyang	1999	Possibly Biostatistician at Novartis	
Wu	Yu	1999	Possibly UMDNJ, PhD	
Yang	Yu-Chen	1999	Unknown	
Anastasio	Michele	2000	Unknown	
Arifiazar	Ashraf	2000	Unknown	
Haverstock	Christopher	2000	Unknown	
Miyahara	Sachiko	2000	Research Scientist, Harvard University	
Pai	Chun-Chen	2000	Unknown	
Wang	Patrick Lei	2000	2VP-PL Actuarial at Travelers Insurance	
Bhattacharya	Sudipta	2001	Biostatstician at Boehringer Ingelheim	
Garcia	Ramon	2001	Seminarian with Raleigh Vocations	
Lagerquist	Stefanie	2001	Unknown	
Liu, PhD	Zhaohui	2001	Principal Biostatstician at Bristol-Myers Squibb	PhD 2006
Micheas, PHD	Athanasios	2001	Associate Professor, University of Missouri	PhD 2001
Rendas-Baum	Regina	2001	Scientist at QualityMetric	
Teeple	Elizabeth	2001	Unknown	
Diva, PHD	Ulysses	2002	Principal Statistican at AstraZeneca	PhD 2006
Dubrava	Sara	2002	Pfizer	
Fleming	Ian	2002	dWise (SanFran, Biotech) Sr. Consultant	
Houle	Karen	2002	Unknown	
Rekeda	Lyudmyla	2002	Unknown	
Song, PHD	Seongho	2002	Associate Professor, University of Cinncinnati	PhD 2005
Vallejos	Ronny	2002	Possibly professor at UMD	
White	Nathan	2002	Unknown	
Ying, PHD	Jun	2002	University of Cinncinati, associate research professor	PhD 2012
Das	Mallika	2003	PharmaNet/i3, Statistical Programmer	
Jing	Junggah	2003		

MS Graduates
Employment

Oemke, PHD	Zoe	2003	Mass Mutual Insurance Company, Statistician	PhD 2006
Paliwal, PHD	Prashni	2003	Bristol Myers Squibb, Principal Biostatistician	PhD 2004
Song, PHD	Changhong	2003	FDA Center for Devices and Radiological Health, Mathematical Statistician	PhD 2006
Xu, PHD	Hai	2003	St. Paul Travelers, Statistician	PhD 2006
Zhao, PHD	Yifang	2003		PhD 2009
Fu	Yali	2004	Boehringer Ingelheim, Clinical Scientist	
Hashemzadeh	Mehrtash	2004	VA Med. Center (CA) Statistical Researcher	
Olumide	Kunle	2004	Yale University, Post-doctoral fellow in Public Health	
Qiu	Jiejing	2004		
Ren	Fang	2004		
Sun	Yuan	2004		
Sung	Chin-Yu	2004		
Wu, PHD	Shanshan	2004	ING Clarion, Statistician	PhD 2004
Xi	Yingmei	2004	Biogen Idec/Statistician	PhD 2008
Xu	Wei	2004		
Diamante	Deborah	2005	Business Analyst, Webster Bank	
Feng	Qiong	2005		
Li	Dongmei	2005		
Ling	Hanqing	2005		
Lytras	Demetra	2005	US Census Bureau	
O'Malley	Stephen	2005	Analytics Manager at Health Dialog	
Rodriguez	Jorge	2005		
Sen	Rohini	2005	Sr. Research Assoc., Adelphi Values	
Tao	Liqin	2005		
Gao	Huayan	2006	Sr. Database Analyst, Direct Hit Marketing	
Loewy	Amit	2006		
Meng	Jian	2006		
Mukhopdahyay,PhD	Jaydip	2006	Lead Statistician, Cytel, India	PhD 2007
Sharma	Manish	2006		
Wang	Hong	2006		
Zhou	Chengxia	2006	Actuarial Consultant, Mass Mutual Financial	
Glanovsky	Jaime	2007	Statistician, Pratt & Whitney	
Hao	Xinming	2007	Ironwood Pharmaceuticals (Boston) Biostatistician	
Konwar	Kishori	2007	KPMG Derivatives valuation specialist	
Pei	Baikang	2007	Mol Biophys & Biochem, Yale, Postdoc Assoc.	
Qu	Yingge	2007		
Raymond	Christopher	2007		
Tang	Jiali	2007	Quintiles (TX, Pharm Industry) Sr. Biostatistician	
Vivar	Miguel	2007	Actuary in Hartford area	
Wang	Yonghong	2007	Manager, Ernst & Young, Chicago	
Fan	Jia	2008	Pursuing Ph.D. at Georgia State Univ.	
Han	Fei	2008	Assistant Professor of Accounting, Robert Morris University	
Herbst	John	2008		
McCormick	Tyler	2008	Univ. of Washington, Asst. Prof.	
Menon	Anju	2008		
Sang	Hailin	2008	Indiana University, Visiting Asst. Prof.	
Zhang	Chen	2008		
Zhang	Hamin	2008	Carnegie Mellon University, Ph.D. Student	

MS Graduates
Employment

Chen	Han	2009		
Chen	I-Hsuan	2009	Synovate in Taiwan	
Chen	Sixing	2009	Pursuing Ph.D. at Uconn marketing Dept.	
D'Lima	Walter	2009	Pursuing Ph.D. at Uconn	
Gildengorin	Daniel	2009	Apple, Inc., iAd Data and Analytics Mgr.	
Guo	Weimiao	2009	The Hartford, Pricing consultant	
Lata	Suman	2009	web search 3/12, possibly statistician at GlaxoSmithKline, PA area	
Ostrowski	Adam	2009		
Sen	Rohini	2009	Pursuing Ph.D. at UConn	
Wang	Xia	2009	University of Cinncinnati, Assistant Prof.	PhD 2009
Mesaros	Erica	2010	Pratt and Whitney, statistician, NY area	
Sun	Xi	2010	Unilevel-Consumer and Market Insight Dept., NJ	
Zheng	Mingshan	2010	web search, live in Fall Church VA area, no job info	
Garcia	Randi	2011	Uconn, Dept. of Psychology, Grad studies	
Ge	Miaomiao	2011	Boehringer Ingelheim, Sr. Biostatistician	PhD 2011
Guan	Che	2011	Statistical Consultant, Dun & Bradstreet, NJ	
Hahn	Garrett	2011	Insurance Professional, NYC area	
Han	Tianjiao	2011	Brightcove, Data Analyste intern	
Liu	Ran	2011	Merck & Co., Inc., Biometrician	PhD 2012
Lu	Nanqian	2011	UniLever, Assoc. Brand Manager, NJ	
Malavenda	Karina	2011	Covidien, Design Quality Engineer	
Wang	Linke	2011	UCHC	
Wang	Xiaojing	2011	Google	PhD 2011
Wu	Rong	2011	UCHC	
Xun	Jiang	2011	Amgen, Thousand Oaks, CA	PhD 2012
Zhi	Gang	2011	FSD at Bloomberg, CT area	
Alirezazadeh	Pantea	2012	Analyst @ 1010 Data	
Antoske	Elizabeth	2012	UConn PhD student, Business Admin.	
Cai	Wenyi	2012	UConn PhD student, Business Admin.	
Cao	Wen	2012	Student @ Stern School of Business, NYU	
Capasso	Jeffrey	2012	Deloitte Consulting LLP, Rosslyn, VA	
Chen	Tiran	2012	R & D Intern at Travelers	
Chen	Yang	2012	Pursuing PhD Biostatistics @ SUNY Buffalo	
Chen	Xiu	2012	Cegedim, Jersey City, NJ, xiuchen66@gmail.com	
Ren	Junlin	2012	Statistical Analyst, Insurance Industry	
Shortt	Eric	2012		
Waits	Kelsey	2012		
Wang	Tianhan	2012		
Wang	Xiao	2012	Assoc. V.P.-MBS Strategy, Barclays Invst. Bank, NY	PhD 2013
Wei	Ziwen	2012	Sr. Scientist, Biostatistics @ Merck	PhD 2012
Yao	Hui	2012	Predictive Modeling Senior, Ernst & Young	PhD 2012
Zang	Jieyang	2012	Customer Data Analyst at Symphony EYC	
Zhang	Lei	2012		
Zhang	Xuezhiu	2012		
Zhang	Yuanye	2012	Sr. Biostatistician, Novartis	PhD 2012
Boyko	Jennifer	2012	Sr. Biostatistican, Boehringer-Ingelheim	PhD 2013
Chang	Shang-Poa (Polly	2012		
Chen	Yung-Wei	2012		
Hu	Shan	2012	Predictive Modeler, Plymoth Rock Insurance	

MS Graduates
Employment

Jin	Jingwei	2012	Looking for position	
Liu	Zhuping	2012	Pursuing PhD @UTEXAS, Austin in Marketing	
Pare	Valerie	2012	Pursuing PhD @ Uconn	
Wang	Ying	2012		
Wu	Rui	2012	Novartis, NJ	PhD 2012
Brown	Taylor	2013		
Chen	Yukai	2013		
Cinar Dolgum	Gulsum	2013	Expert Assistant at TCMB	
Ge	Chen	2013		
Halilovic	Enida	2013	IT Project Analyst, United Health Care	
Ji	Yu	2013		
Li	Jia	2013	Statistician II at Mapfre	
Li	Liting	2013		
Liao	Gong-Yi	2013	Northern Trust Company	PhD 2013
Liao	Qi	2013	Statistician, Merkle	
Liu	Xue	2013		
Liu	Guanzhe	2013		
Lu	Yicheng	2013		
Qu	Wei	2013		
Shao	Yizhou	2013		
Shi	Qiakun	2013		
Wang	Erkuan	2013		
Wang	Yue	2013	Analyst, Aetna	
Xu	Jun	2013		
Yang	Xin	2013		
Yin	Shuyang	2013		