

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

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(g) requires GEOC approval; (s) requires Senate approval.

C&C approved copy of (g) and (s) courses must be submitted to GEOC and the Senate through the [Curricular Action Request form](#).

(x) means that a proposal is proposed for CLAS GEAR x.

1 Topics for discussion

Update on interdisciplinary graduate program approval process, if any

2 Proposals Approved by the Chair

2014-057 Offer MCB 3895 as Practical Methods in Microbial Genomics

[Full Materials](#)

Instructor: Jonathan Klassen, Assistant Professor

Short Description:

Prerequisite: BIOL 1107 and MCB2610 or consent of instructor.

Analysis of microbial genomes including assembly, annotation, comparison and expression. Students will design and perform computational analyses of public domain genomic data. No previous computational experience is expected.

3 Old Proposals

2014-049 Change Judaic Studies Minor

[Full Materials](#)

Current Catalog Copy:

Judaic Studies

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature and culture of the diverse experiences of the Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

HEJS 1103 is a prerequisite. At least one year of biblical or modern Hebrew is strongly recommended. A total of 15 credits from the following 2000-level or above courses is required:

· **A minimum of six credits in Foundational Courses (Group A):**

- HEJS 3201, HEJS 3203/HIST 3418, HEJS 3511
- CAMS 3256/HEJS 3218/HIST 3330
- INTD 3260.

· **A maximum of nine credits in Topical Courses (Group B):**

- HEJS 3202, 3293, 3299, 5397
- CAMS 3244, CAMS 3253/HIST 3301
- HIST 3705, 3712, 3995.

The minor is offered by the Judaic Studies Department.

Proposed Catalog Copy:

Judaic Studies

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature, and culture of the diverse experiences of Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

HEJS 1103 is required of all minors.

At least one year of Biblical Hebrew or Modern Hebrew is strongly recommended.

A minimum of six credits in Foundational Courses (Group A):

HEJS 3201, HEJS 3218/CAMS 3256/HIST 3330, HEJS 3301, HEJS 3511, INTD 3260

Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B):

HEJS 2104, HEJS 3202, HEJS 3203/HIST 3418, HEJS 3241, HEJS 3279, CAMS 3244, CAMS 3253/HIST 3301, HEJS 3401/W, HIST 3705, HIST 3712

The following may be substituted for Group B Courses with the approval of the students HEJS advisor: HEJS 3293, HEJS 3299 and SPAN 3200.

All 15 credits may consist of courses from Group A. Some HES Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the students HEJS advisor.

The minor is offered by the Hebrew and Judaic Studies Section, Department of Literatures, Cultures, and Languages.

Changes Highlighted:

Judaic Studies

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature, and culture of the diverse experiences of the Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

HEJS 1103 is ~~a prerequisite~~ required of all minors.

At least one year of ~~biblical or modern~~ Biblical Hebrew or Modern Hebrew is strongly recommended. ~~A total of 15 credits from the following 2000-level or above courses is required:~~

~~–~~ A minimum of six credits in Foundational Courses (Group A):

~~–~~ HEJS 3201, HEJS ~~3203~~3218/HIST 3418. HEJS 3511 ~~–~~ CAMS 3256/HEJS 3218/HIST 3330, HEJS 3301, HEJS 3511, INTD 3260

~~–~~ INTD 3260.

~~–~~ A maximum of nine credits in Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B):

~~–~~ HEJS HEJS 2104, HEJS 3202, ~~3293, 3299, 5397~~ HEJS 3203/HIST 3418, HEJS 3241, HEJS 3279, CAMS 3244, CAMS 3253/HIST 3301 ~~–~~ HEJS 3401/W, HIST 3705, HIST 3712, 3995.

The following may be substituted for Group B Courses with the approval of the students HEJS advisor: HEJS 3293, HEJS 3299 and SPAN 3200.

All 15 credits may consist of courses from Group A. Some HES Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the students HEJS advisor.

The minor is offered by the ~~Judaic Studies Department.~~ Hebrew and Judaic Studies Section, Department of Literatures, Cultures, and Languages.

4 New Proposals

2014-052 Add EEB 3266. Field Herpetology

Full Materials

Proposed Catalog Copy:

EEB 3266. Field Herpetology

3 credits. Prerequisite: Biology 1108, or consent of instructor.

Field-intensive study of diversity, ecology, physiology, behavior, adaptation and identification of the amphibians and reptiles of the region; herpetofaunal research methods; field trips required.

2014-053 Add EEB 4262. Field Methods in Ornithology

[Full Materials](#)

Proposed Catalog Copy:

EEB 4262. Field Methods in Ornithology

3 credits. Prerequisites: 6 credits of college biology or consent of instructor.

Design of bird population surveys, census methods, behavioral studies of wild birds, data collection and reporting, bird identification skills. Field trips required

2014-054 Add EEB 5500. Introduction to Natural History Collections

[Full Materials](#)

Proposed Catalog Copy:

EEB 5500. Introduction to Natural History Collections

1 credit. Lecture. Open to graduate students in EEB, others with permission of the instructor. Training required for work in the EEB Biodiversity Research Collections Facility. The uses of natural history collections; policies, resources, and databases of the Collection Facility; specimen preparation and labeling; legal and ethical issues; threats to natural history collections.

2014-055 Change COGS Major

[Full Materials](#)

Current Catalog Copy:

General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

A maximum of six 2000-level or above transfer credits may count toward the major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is

counted toward the major.

Core Courses (16 credits)

COGS 2201, 3584 and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501

Research Courses (6 credits)

Statistics (one of the following for at least 3 credits): PSYC 2100Q or 2100WQ; STAT 2215Q, 3025Q (Calculus level)

Research Methods (one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3253, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits)

CSE 2300W, 2500, 3500^a, 3502^a, 3802; LING 3310Q^a, 3410Q^a, 3511Q^a; MATH 2210Q, 2410Q, 3160, 3210, 3230, 3412; PHIL 2211Q, 3214

Advanced courses (12 credits)

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

ANTH 3200, 3250; CSE 3500^a, 3502^a, 4095; LING 3310Q^a, 3410Q^a, 3511Q^a; 3610W; PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3470/W^b, 3500, 3501, 3502; SLHS 2204, 4245/W, 4254/W

Electives (3-6 credits)

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

^a The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q, 3511Q. In this event, two electives are required.

^b PSYC 3470 is a variable topics course and may only be counted toward the major with advisors' approval.

Competency and Writing Requirements

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major are met by taking any W course on the Plan of Study. Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

A minor in Cognitive Science is described in the "Minors" section

Proposed Catalog Copy:

General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

A maximum of six 2000-level or above transfer credits may count toward the major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is counted toward the major.

Core Courses (16 credits)

COGS 2201, 3584 and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501; **SLHS 4245/W**

Research Courses (6 credits)

Statistics (one of the following for at least 3 credits): PSYC 2100Q or 2100WQ; STAT 2215Q, 3025Q (Calculus level)

Research Methods (one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3253, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits)

CSE 2300W, 2500, 3500^a, 3502^a, 3802; LING 3310Q^a, 3410Q^a, 3511Q^a; MATH 2210Q, 2410Q, 3160, 3210, 3230, 3412; PHIL 2211Q, 3214

Advanced courses (12 credits)

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

ANTH 3200, 3250; CSE 3500^a, 3502^a, 4095; LING 3310Q^a, 3410Q^a, 3511Q^a; 3610W; PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, **3440**, 3470/W^b, 3500, 3501, 3502; SLHS 2204, 4254/W

Electives (3-6 credits)

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

^a The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q, 3511Q. In this event, two electives are required.

^b PSYC 3470 is a variable topics course and may only be counted toward the major with advisors' approval.

Competency and Writing Requirements

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major are met by taking any W course on the Plan of Study. Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

A minor in Cognitive Science is described in the “Minors” section.

2014-056 Change Environmental Studies Major

Full Materials

Current Catalog Copy:

Requirements:

Introductory Courses. *All majors must take three introductory courses:*

EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background, BIOL 1108.

Proposed Catalog Copy:

Requirements:

Introductory Courses. *All majors must take three introductory courses:*

EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background, BIOL 1108

STAT 1000Q or STAT 1100Q or equivalent.

2014-058 Add MCB 5080. Frontiers in Microbiology

Full Materials

Proposed Catalog Copy:

MCB 5080. Frontiers in Microbiology

1 credit. Seminar. Consent of instructor required. May be repeated for credit.

Current topics in microbiology including research advances, impact of microorganisms on the environment and society, their role in health and disease, and applications of microbiological research in academic, government and industrial settings.

2014-059 Add MCB 5672. Applied Bioinformatics

Full Materials

Proposed Catalog Copy:

MCB 5672. Applied Bioinformatics

1 or 2 credits. Lecture with lab. By permission only.

Computational analysis of biological datasets. Lecture will cover background and theory. In the computer lab, sample data will be used to perform bioinformatics analysis. The course is taught as a series of modules with each focused on a different aspect.

2014-060 Add LING 6610. Methods in Experimental Syntax

[Full Materials](#)

Proposed Catalog Copy:

LING 6610. Methods in Experimental Syntax

3 credits. Lecture.

An introduction to the design and analysis of experiments in syntax.

2014-061 Add LING 6899. Directed Research in Linguistics

[Full Materials](#)

Proposed Catalog Copy:

LING 6899. Directed Research in Linguistics

1-6 credits. Independent Study. May be repeated for credit.

2014-062 Change JOUR 3050 Professional Seminar

[Full Materials](#)

Current Catalog Copy:

JOUR 3050. Professional Seminar

Three credits. Three hours. Prerequisite: JOUR 2000W, which may be taken concurrently. (Also available for one credit. Two hours. No prerequisite.) May be repeated once for a maximum total of four credits.

Journalists discuss the economic, technological, sociological and ethical issues that challenge their profession.

Proposed Catalog Copy:

JOUR 3050. Professional Seminar

Three credits. Three hours. Prerequisite: JOUR 2000W, which may be taken concurrently. Journalists discuss the economic, technological, sociological and ethical issues that challenge their profession.

Changes Highlighted:

JOUR 3050. Professional Seminar

Three credits. Three hours. Prerequisite: JOUR 2000W, which may be taken concurrently. ~~(Also available for one credit. Two hours. No prerequisite.) May be repeated once for a maximum total of four credits.~~

Journalists discuss the economic, technological, sociological and ethical issues that challenge their profession.

2014-063 Drop MARN 5013 Marine Systems Ecology

[Full Materials](#)

Current Catalog Copy:

MARN5013 Marine Systems Ecology

Effects of biotic and abiotic parameters on the structure and function of marine ecosystems. Techniques for the analysis of energetics, nutrient cycles, and trophic characteristics in both theoretical and applied problems. Field trips are required. Components:Laboratory, Lecture

2014-064 Drop MARN 5020 Marine Biorganic Chemistry

[Full Materials](#)

Proposed Catalog Copy:

MARN5020(3 Credits) Marine Biorganic Chemistry

Overview of the molecular basis of metabolic and bioenergetic pathways and processes with emphasis on life in the marine environment. Synthesis of marine natural products. Laboratory demonstrations of selected molecular and physiological techniques used in oceanography. Components:Laboratory, Lecture

2014-065 Change MARN 5830. Seminar in Chemical Oceanography

[Full Materials](#)

Current Catalog Copy:

MARN5830 (3 Credits) Instructor Consent Required

Seminar in Chemical Oceanography

Readings and discussions of current literature in chemical oceanography. For graduate and advanced students in oceanography or related fields. Components:Lecture

Proposed Catalog Copy:

MARN 5830. Seminar in Oceanography

2 Credits.

Readings and discussions of current literature in oceanography. Topics vary each semester following: Biological (Fall, odd years), Chemical (Spring, even years), Physical (Fall, even years), Geological (Spring, odd years). May be repeated for credit. Components: Seminar

2014-066 Change MARN 5898. Special Topics in Marine Sciences

Full Materials

Current Catalog Copy:

MARN 5898. Special Topics in Marine Sciences

Proposed Catalog Copy:

MARN 5895. Special Topics in Marine Sciences

1-6 credits. With a change in content, may be repeated for credit.

2014-067 Change MARN 5895. Independent Study.

Full Materials

Current Catalog Copy:

MARN 5895. Independent Study.

A reading course for those wishing to pursue special work in marine sciences. It may also be elected by undergraduate students preparing to be candidates for degrees with distinction. Designate the field of special interest by use of the appropriate section symbol.

Proposed Catalog Copy:

MARN 5899. Independent Study in Marine Sciences

1-6 credits. Independent study under the direction of a faculty member. With a change in content or instructor, may be repeated for credit.

2014-068 Add MARN 6088. Variable Topics in Marine Sciences

Full Materials

Proposed Catalog Copy:

MARN 6088. Variable Topics in Marine Sciences

1-6 credits. With a change in content, may be repeated for credit.

2014-069 Add MARN 6098. Variable Topics in Molecular Ecology and Evolution of Marine Organisms

Full Materials

Proposed Catalog Copy:

MARN 6098. Variable Topics in Molecular Ecology and Evolution of Marine Organisms

1-6 credits. With a change in content, may be repeated for credit.

2014-070 Add MARN 6188. Variable Topics in Coastal Ocean Physics

[Full Materials](#)

Proposed Catalog Copy:

MARN 6188. Variable Topics in Coastal Ocean Physics

1-6 credits. With a change in content, may be repeated for credit.

2014-071 Add MARN 6198. Variable Topics in Ocean Optics

[Full Materials](#)

Proposed Catalog Copy:

MARN 6198. Variable Topics in Ocean Optics

1-6 credits. With a change in content, may be repeated for credit.

2014-072 Change Department of Psychology name to Department of Psychological Sciences

[Full Materials](#)

2014-073 Change Psychology Major - ~~WITHDRAWN~~

2014-074 Change Psychology Minor - ~~WITHDRAWN~~

2014-075 Change Psychology Graduate Field of Study - ~~WITHDRAWN~~

2014-076 Add SOCI 2275/W. Social Well-Being (g)(s)

[Full Materials](#)

Proposed Catalog Copy:

SOCI 2275. Social Well-Being

Three Credits. Prerequisite: None.

The experience of well-being in society. Includes demographic correlates of well-being, connections to social situations, social interactions, social structures, and culture.

SOCI 2275/W. Social Well-Being

Three Credits. Prerequisite: ENGL 1010 or 1011 or 2011.

2014-077 Change STAT 3025Q. Statistical Methods (Calculus Level I) (g)(s)

[Full Materials](#)

Current Catalog Copy:

STAT 3025Q. Statistical Methods (Calculus Level I)

Three credits each semester. Prerequisite: MATH 1122 or 1132 or 1152. Students may not receive more than three credits from STAT 3025 and STAT 3345.

Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

Proposed Catalog Copy:

STAT 3025Q. Statistical Methods (Calculus Level I)

Three credits each semester. Prerequisite: MATH 1122 or 1132 or 1152. Students may not receive more than three credits from STAT 3025 and STAT 3345. **Not open for credit to students who have passed STAT 3445.**

Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

2014-078 Change STAT 3375Q. Introduction to Mathematical Statistics (g)(s)

[Full Materials](#)

Current Catalog Copy:

STAT 3375Q. Introduction to Mathematical Statistics

Three credits. Prerequisite: MATH 2110 or 2130. Students may not receive credit for both STAT 3345 and STAT 3375, or both STAT 3375 and 5585.

The mathematical theory underlying statistical methods. Probability spaces, distributions in one and several dimensions, generating functions, limit theorems, sampling, parameter estimation. Neyman-Pearson theory of hypothesis testing, correlation, regression, analysis of variance.

Proposed Catalog Copy:

STAT 3375. Introduction to Mathematical Statistics

Three credits. Prerequisite: MATH 2110 or 2130. Students may not receive credit for both STAT 3345 and STAT 3375, or both STAT 3375 and 5585.

The mathematical theory underlying statistical methods. Probability spaces, distributions in one and several dimensions, generating functions, limit theorems, sampling, parameter estimation. Neyman-Pearson theory of hypothesis testing, correlation, regression, analysis of variance.

2014-079 Change ECON 6461. Industrial Organization

Full Materials

Current Catalog Copy:

ECON 6461. Industrial Organization.

Three Credits. Lecture. Prerequisite: ECON 6211.

Advanced treatment of material covered in ECON 381.

Proposed Catalog Copy:

ECON 6461. Industrial Organization.

Three Credits. Lecture. Prerequisite: ECON 6211.

Advanced treatment of the behavior and performance of firms in imperfectly competitive markets. Topics include the theory of the firm and costly contracting; information and strategic behavior; and product differentiation.

2014-080 Add ECON 6462. The organization of Industry.

Full Materials

Proposed Catalog Copy:

ECON 6462. The organization of Industry.

Three Credits. Lecture. Prerequisite: ECON 6211.

Advanced treatment of the behavior and performance of firms in imperfectly competitive markets. Topics include advertising, industrial R&D, and two-sided markets.

2014-081 Add CHIN3250W to CLAS GE area ?

Form to be brought to meeting.

Appendix

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: March 17, 2015
2. Department or Program: Hebrew and Judaic Studies
3. Title of Minor: Judaic Studies
4. Effective Date (semester, year): Spring, 2015
5. Nature of change: Addition of new courses to the minor and resulting reformulation of requirements.

Existing Catalog Description of Minor

The purpose of this minor is to provide in depth study of topics in Judaic Studies reflecting the history, literature and culture of the diverse experiences of the Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

HEJS 1103 is a prerequisite. At least one year of biblical or modern Hebrew is strongly recommended. A total of 15 credits from the following 2000-level or above courses is required:

- **A minimum of six credits in Foundational Courses (Group A):**
 - HEJS 3201, HEJS 3203/HIST 3418, HEJS 3511
 - CAMS 3256/HEJS 3218/HIST 3330
 - INTD 3260.
- **A maximum of nine credits in Topical Courses (Group B):**
 - HEJS 3202, 3293, 3299, 5397
 - CAMS 3244, CAMS 3253/HIST 3301
 - HIST 3705, 3712, 3995

The minor is offered by the Judaic Studies Department.

Proposed Catalog Description of Minor

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature, and culture of the diverse experiences of Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

[HEJS 1103](#) is required of all minors.

At least one year of Biblical Hebrew or Modern Hebrew is strongly recommended.

A minimum of six credits in Foundational Courses (Group A):

[HEJS 3201](#), [HEJS 3218/CAMS 3256/HIST 3330](#), [HEJS 3301](#), [HEJS 3511](#), [INTD 3260](#)

Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B):

[HEJS 2104](#), [HEJS 3202](#), [HEJS 3203/HIST 3418](#), [HEJS 3241](#), [HEJS 3279](#), [CAMS 3244](#), [CAMS 3253/HIST 3301](#), [HEJS 3401\(W\)](#), [HIST 3705](#), [HIST 3712](#),

The following may be substituted for Group B Courses with the approval of the student's HEJS advisor [HEJS 3293](#), [HEJS 3299](#), and [SPAN 3200](#).

All 15 credits may consist of courses from Group A. Some [HEJS Graduate courses](#) are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the student's HEJS advisor.

The minor is offered by the Hebrew and Judaic Studies Section, Department of Literatures, Cultures, and Languages.

Justification

1. Reasons for changing the minor: The hiring of Professors Jeffrey Shoulson and Susan Einbinder and the creation of a new section in LCL, "Hebrew and Judaic Studies" (there never was a "Judaic Studies Department").
2. Effects on students: We are now able to offer significantly more courses to choose from in a variety of areas of Judaic Studies, which means greater possibilities for fulfilling requirements for the Minor.
3. Effects on other departments: Some cross-listed courses may help enrolments.
4. Effects on regional campuses: NONE
5. Dates approved by
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person: Stuart S. Miller,
Section Chair, Hebrew and Judaic Studies, 860 486-3386, stuart.miller@uconn.edu

Plan of Study

See next page.

Minor in Judaic Studies Plan of Study
See the minor advisor when you begin preparing your plan of study.

- HEJS 1103 is the background course in Judaic Studies and is required of all minors.
- At least one year of biblical or modern Hebrew is strongly recommended.
- Students must complete at least 15 credits of course work beyond HEJS 1103.
- A "W" course may be substituted for the same numbered HEJS course.
- Courses are divided into two categories, Group A (Foundational Courses) and Group B (Related, Topical Courses)
- Students must earn 15 credits from Groups A and B, *at least* 6 credits of which must come from Group A.
- Completion of a minor requires that a student earn a C (2.0) or better in each of the minor courses.
- A maximum of 3 credits towards the minor may be transfer credits of UConn equivalent courses.
- Substitutions are possible for required courses in the minor with the approval of the student's HEJS advisor as indicated under "Related Topical Courses" below.

Pre-requisite Course: <input type="checkbox"/> HEJS 1103	
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Check each course offered for the minor that you have taken. Must have an entry in both categories.
Cross-listed courses may count only once.

<u>Foundational Courses (Group A):</u>	<u>Topical Courses (Group B):</u>
<input type="checkbox"/> HEJS 3201	<input type="checkbox"/> HEJS 2104
<input type="checkbox"/> HEJS 3218/CAMS 3256/3330	<input type="checkbox"/> HEJS 3202
<input type="checkbox"/> HEJS 3301	<input type="checkbox"/> HEJS 3203/HIST 3418
<input type="checkbox"/> HEJS 3511	<input type="checkbox"/> HEJS 3241
<input type="checkbox"/> INTD 3260	<input type="checkbox"/> HEJS 3251
	<input type="checkbox"/> HEJS 3252
	<input type="checkbox"/> HEJS 3279
	<input type="checkbox"/> CAMS 3244
	<input type="checkbox"/> CAMS 3253/HIST 3301
	<input type="checkbox"/> HEJS 3401 (W)
	<input type="checkbox"/> HIST 3705
	<input type="checkbox"/> HIST 3712

The following courses may be substituted for Group B Courses with the approval of the student's HEJS advisor: **HEJS 3293, HEJS 3299, and SPAN 3200**. Some HEJS Graduate courses that are open to undergraduates may also be substituted with the permission of the HEJS advisor.

Name of Student:	Email:
Student ID# (Peoplesoft)	Phone:
Major:	GradYear:

I approve the above program for the Minor in Judaic Studies.

Stuart S. Miller

Judaic Studies Minor Advisor

or

Department Head

March 27, 2015

Date

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date:
2. Department requesting this course: EEB
3. Semester and year in which course will be first offered: Summer 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

EEB 3266. Field Herpetology

3 credits. Prerequisite: Biology 1108, or consent of instructor.

Field-intensive study of diversity, ecology, physiology, behavior, adaptation and identification of the amphibians and reptiles of the region; herpetofaunal research methods; field trips required.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: EEB
2. Course Number: 3266
3. Course Title: Field Herpetology
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Field-intensive study of diversity, ecology, physiology, behavior, adaptation and identification of the amphibians and reptiles of the region; herpetofaunal research methods; field trips required.

Optional Items

6. Pattern of instruction, if not standard: May vary; the usual pattern will be to offer this course during the peak of local herpetofaunal activity during the summer intersession. In this format, the course will meet for 14 3-hour blocks.
7. Prerequisites, if applicable: Biology 1107 or 1108, or consent of instructor.
 - a. Consent of Instructor, if applicable: Yes
 - b. Open to sophomores/juniors or higher: Yes, open to sophomores, juniors, and higher
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: No
11. Skill codes "W", "Q" or "C": None
12. S/U grading: No

Justification

1. Reasons for adding this course: This course is aimed at undergraduate students with an interest in the application of research methods in a natural setting and at students with a focal interest in herpetofauna. Currently, students have the opportunity to learn about the taxonomy, physiology, and natural history of world-wide herpetofauna in EEB 3265/5265 Herpetology. However, the nature of the typical academic calendar severely limits opportunities for exposure to live animals in the field. A field-intensive course provides the opportunity to study organisms in natural settings during their peak activity.

2. Academic merit: This course will provide training in herpetological field techniques while focusing on ecology, evolution, diversity, behavior, and conservation of reptiles and amphibians. Students will become familiar with many aspects of the biology of the local species in the study region, and will learn to think about organisms as integrated wholes. Students will also gain familiarity with standard herpetofaunal field techniques and will learn standard field practices, such as how to take field notes. They will apply their knowledge by conducting independent or group research projects to test original scientific hypotheses or to address questions relevant to conservation.

3. Overlapping courses and departments consulted: There are no overlapping courses. This proposal is being shared with the Environmental Sciences group and with the Natural Resources and the Environment concentration.

4. Number of students expected: 10 (course size is capped by transportation limitations for the regular field trips).

5. Number and size of sections: 1 section

6. Effects on other departments: This course may benefit students in two programs (Environmental Science/Environmental Biology concentration and Natural Resources and the Environment/Fisheries and Wildlife Conservation Concentration). Presently, both of these programs require that students satisfy an animal diversity component, and multiple EEB courses are included in the list of courses that satisfy this requirement. Field Herpetology would provide another option that these programs could include on their list. As the herpetology course usually fills when it is offered, Field Herpetology will provide another option for students with a focal interest in amphibians and reptiles. ENVS has confirmed their interest in the course.

7. Effects on regional campuses: None

8. Staffing: One graduate student instructor. A faculty member will review the plan each year the course is offered, examining the learning goals and methods, IACUC compliance, student safety, and other pertinent issues.

General Education

If the course is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E: _____

c. Provide justification for inclusion in CLAS area, A-E:

(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by
Department Curriculum Committee: 7 April 2015
Department Faculty: 8 April 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Andrew Frank (graduate student instructor)
845 727 6551
andrew.frank@uconn.edu

Elizabeth Jockusch (faculty overseer)
860-486-4452
elizabeth.jockusch@uconn.edu

Syllabus

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

Field Herpetology 2015

EEB 3895 Special Topics: Field Herpetology

May Term, 2015

Course Duration: May 11th - May 29th, 2015

Meeting Time: Monday through Friday, 9:00 - 12:00 in TLS181

Depending on weather conditions, some classes will be held at night 7-10 PM instead, allowing us to observe nocturnal amphibians.

Instructor

Andrew Frank

Email: andrew.frank@uconn.edu

Office: Biology/Pharmacy 318

Phone: (845) 728-6551

Office hours: by appointment, often right after class.

Course Description and Objectives

Course Description:

Herpetology is the scientific study of the amphibians and reptiles. In this course, we will examine the diversity of both groups, and learn about their basic biology. Students will learn about the diversity, ecology, physiology, behavior, adaptation and identification of the local herpetofauna through direct field experience. There will be various opportunities to observe these animals in the field during the day and at night, through which students will become familiar with standard methods for surveying and handling these species. Students will apply this knowledge by developing and carrying out a short independent research project.

Course Objectives:

After completing this course the student will be able to:

- Identify Connecticut's amphibians and reptiles by sight, and in the case of frogs by sound as well.
- Describe the biology of local species
- Effectively use standard field techniques and methods for studying herpetofauna
- Apply with proficiency the scientific method to assess questions and design and carry out a project pertaining to herpetofaunal biology.

Assignments

Project: Students will formulate and carry out an instructor-approved group research project using local Connecticut herpetofauna. Students are expected to identify a research question, develop a hypothesis, and test this hypothesis using field methods learned in class. Students will prepare a short presentation about their project with their group and present on the final day of class. Students will independently prepare a report about their research project, including relevant background information, the materials and methods implemented, results of the

experiment, data analysis, and a discussion of the results. Both the paper and presentation will be graded on content, quality, and clarity.

Field notebook: Students are expected to keep a formal notebook for observations of Connecticut herpetofauna in the field. Field notebooks will be graded based on format (we will use the Grinnellian field notebook system), completeness, degree of detail in observations, and relevancy of details noted.

Course Procedures and Policies

Grades:

Grades will be determined as follows:

- Midterm: 100 pts
- Paper on project: 100 pts
- Presentation on project: 100 pts
- Field notebook entries: 75 pts
- Participation: 25 pts
- TOTAL: 400 pts

Attendance:

Due to the accelerated and intensive nature of this summer course (3 hours, 5 days a week, 3 weeks), attendance is fully expected barring any illnesses or emergency. Missing a single class is roughly the equivalent of missing an entire week of a course during a standard semester, so it is very important that you attend every class.

Academic Integrity:

Plagiarism and cheating are violations of the student conduct code, and may be punished by failure in the course or, in severe cases, dismissal from the University. For more information, see [Appendix A of the Student Conduct Code](#).

Disabilities:

If you have a disability for which you may be requesting an accommodation, you should contact a course instructor and the [Center for Students with Disabilities](#) (Wilbur Cross Building, Room 201) within the first two weeks of the semester.

Course Materials

Required:

- A Field Guide to Reptiles and Amphibians of Eastern and Central North America 4th edition; R. Conant and J. Collins ISBN-10: 0395904528
- Bound field notebook (composition book is fine and cheap)
- Clothes you are willing to ruin

Recommended:

- Boots

- Waders (will be available if you don't have a pair)
- Headlamp (will be available)
- Insect repellent
- Sunscreen

Schedule (subject to change)

Date	Lecture	Field Location
May 11th	Introduction, Class Objectives, Field Notebooks	Swan Lake / UConn Forest
May 12th	Amphibians of Connecticut	Hillside Environmental Trail
May 13th	Reptiles of Connecticut	Fenton River / UConn Forest
May 14th	Environments and Field Techniques	Mansfield Hollow
May 15th	Herpetology Systematics	Bigelow Hollow
May 18th	Amphibian Physiology	Albert E. Moss Sanctuary
May 19th	Reptile Physiology	Fenton River / UConn Forest
May 20th	MIDTERM / Collections	UConn Collections
May 21st	Locomotion	Mansfield Hollow
May 22nd	Feeding	Fenton River / UConn Forest
May 25th	Memorial Day, No Class	Memorial Day, No Class
May 26th	Reproduction	Bigelow Hollow
May 27th	Social Behavior	Mansfield Hollow
May 28th	Conservation	Bone Mill Pond / Bicentennial Pond
May 29th	Presentations (Papers Due)	

CURRICULUM VITAE - Andrew Frank • andrew.frank@uconn.edu • (845) 728-6551
Ecology and Evolutionary Biology, University of Connecticut
75 N. Eagleville Road Unit 3043, Storrs, CT 06269

EDUCATION

2013-Present: Ph.D. Student, University of Connecticut, Storrs, CT

Dissertation Project: Speciation in Western North American Skinks (*Plestiodon*)

Committee: Dr. Elizabeth Jockusch (major advisor), Dr. Kurt Schwenk, Dr. Paul Lewis, Dr. Charles Henry, and Dr. Kent Holsinger

2007-2011: B.S. in Biology, American University, Washington, DC

Senior Thesis: "Isolating Microsatellite Sequences for Development of Microsatellite Primers for Cave and Surface Amphipod *Gammarus minus*."

AWARDS

2014: National Science Foundation, Graduate Research Fellow

2014: Society for the Study of Evolution Rosemary Grant Award - \$2461.00

2014: Society for the Study of Amphibians and Reptiles Grants in Herpetology - \$500.00

2014: University of Connecticut and CT Museum of Natural History, Ralph M. Wetzel Vertebrate Research Award - \$400.00

2011: University Honors in Biology, *magna cum laude*

2010: Best natural science poster by a junior/senior, American University Mathias Student Research Conference

2008: Stephen J. Grebe award for undergraduate summer research, American University

PRESENTATIONS

Frank, A. Detecting Parallel Speciation of Western North American Skinks (*Plestiodon*): A Coalescent Approach. Oral presentation. University of Connecticut Ecology and Evolutionary Biology Tuesday Evening Seminar Series. Storrs, CT. October, 2014.

Frank, A. Parallel Speciation of Two Western North American Skinks (*Plestiodon*). Oral Presentation. University of Connecticut Ecology and Evolutionary Biology Graduate Student Symposium. Storrs, CT. March, 2014.

Frank, A., and Carlini, D. Isolating Microsatellite Sequences for Development of Microsatellite Primers for Cave and Surface Amphipod *Gammarus minus*. Oral presentation. American University Mathias Student Research Conference. Washington, DC. May, 2011.

Frank, A., and Norenburg, J. Species delimitation of two nemertean worms: effective application of DNA barcoding. Poster presentation. American University Mathias Student Research Conference. Washington, DC. May, 2010.

RESEARCH EXPERIENCE

2013-Present: *PhD Dissertation - University of Connecticut, Advisor: Dr. Elizabeth Jockusch*

- Developing molecular detection method for parallel speciation in *Plestiodon* skinks via coalescence time distributions
- Conducting field collection transects of *Plestiodon* skinks to examine the maintenance of skink tail color polymorphisms

2010-2011: Senior Thesis - American University, Advisor: Dr. David Carlini

- Developed microsatellite loci for *Gammarus minus* using selective hybridization technique

2009-2011: Research Assistant - National Museum of Natural History, PI: Dr. Jon Norenburg

- Delineated cryptic nemertean worms through DNA barcoding sequences by producing a phylogenetic tree and haplotype network analysis

2010: Research Assistant - Smithsonian Tropical Research Institute, PI: Dr. Jon Norenburg

- Aided in the field collection of meiofaunal nemertean worms and their subsequent identification
- Databased specimens for deposition at the National Museum of Natural History for participating researchers

2008: Undergraduate Research - American University, PI: Dr. Daniel Fong

- Developed research methodology for delivering sulfur isotopes into *Gammarus minus*
- Participated in over 2 weeks of field work in the karst topography of Greenbriar County, West Virginia, doing an ecological survey of cave invertebrate species

PROFESSIONAL EXPERIENCE

2013-2014: Teaching Assistant, Foundations of Biology - University of Connecticut

2011-2013: Secondary Science Teacher - Hartford Public High School, Hartford, CT.

- Taught the two years, as a Teach for America corps member, of a pilot freshman level science and technology course in the economically deprived Hartford Public Schools.
- Designed and instituted a summer bridge program for middle school students transitioning into high school, resulting in a 15% improvement in participating student scores in freshman level science and technology.

SCIENCE COMMUNICATION

2008-2010: Senior Editor - American University Press, The Catalyst Magazine.

- Organized, edited, and supervised content and production of the *Catalyst* over four semesters

COMPUTER SKILLS

Languages: R, perl, and bash

- Developed phylogenetic software pipeline to split concatenated alignment into gene alignments, and generates a number of useful files for phylogenetic analysis of the gene alignments <https://github.com/andrewfrank/Decatenater>

Software: RAxML, garli, PartitionFinder, BEAST, PAUP, Mesquite, PhyloNet

GRADUATE COURSEWORK

Fall 2013: Systematics & conservation biology

Spring 2014: Phylogenetics & molecular systematics

Fall 2014: Evolution, bioinformatics, & vertebrate social behavior (audit)

Spring 2015: Population genetics & herpetology

MEMBERSHIPS: The Herpetologists' League, Society for the Study of Amphibians and Reptiles, Society of Systematic Biologists, Society for the Study of Evolution

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: April 14, 2015
2. Department requesting this course: Ecology and Evolutionary Biology
3. Semester and year in which course will be first offered: May or Summer Session 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

4262. Field Methods in Ornithology

3 credits. Prerequisites: 6 credits of college biology or consent of instructor. Design of bird population surveys, census methods, behavioral studies of wild birds, data collection and reporting, bird identification skills. Field trips required

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: EEB
2. Course Number: 4262
3. Course Title: Field Methods in Ornithology
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Design of bird population surveys, census methods, behavioral studies of wild birds, data collection and reporting, bird identification skills. Field trips required

Optional Items

6. Pattern of instruction, if not standard: Field Practicum; taught in 4-hour sessions, 5 days per week, for three weeks (May Session only).
7. Prerequisites, if applicable: 6 credits of college biology
 - a. Consent of the Instructor, if applicable: yes
 - b. Open to sophomores, juniors, or higher; yes, all
8. Recommended Preparation, if applicable: EEB 4260, Ornithology
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: No
11. Skill codes "W", "Q" or "C": None
12. S/U grading: No

Justification

1. Reasons for adding this course: This course is aimed at majors in the biological, environmental and natural sciences. Practical experience with modern methods of counting and studying free-living birds requires multiple continuous hours of class time, which is very difficult to achieve during regular (Fall, Spring) semesters because of conflicts against other classes in students' schedules, and because birds are most numerous and most detectable during their breeding season (May – August).
 2. Academic merit: This course introduces students to modern methods of estimating the number, distribution, community composition and behavior of birds, which are widely used as indicators of environmental quality and health. Practical experience with these methods is a prerequisite for employment in many state and federal wildlife management and environmental protection agencies and private consulting firms, as well as for entry into graduate programs in ecology.
 3. Overlapping courses and departments consulted: No overlaps; this course might appear similar to EEB 4261 (Ornithology Laboratory) in that both involve some field study of birds, but EEB 4261 focuses on field identification of birds, with only a limited introduction to population survey techniques, and covers avian anatomy and function, which will not be covered in this course at all. The new course will also teach field identification of birds, which is a prerequisite for surveys, but will focus on population survey techniques, and requires completion of an independent project, which EEB 4261 does not. We have consulted with the Environmental Sciences Program and the Department of Natural Resources and the Environment; their feedback is reflected (below) in Section 6, "Effects on Other Departments".
 4. Number of students expected: 10 (course size is capped by field transportation limits)
 5. Number and size of sections: 1 section
 6. Effects on other departments: This course may benefit students in two programs (Environmental Sciences/Environmental Biology Concentration* and Natural Resources and the Environment/Fisheries and Wildlife Conservation Concentration). Presently, both of these programs call for students to satisfy an animal diversity requirement, and multiple EEB courses are included in the list of courses that satisfy this requirement. NRE requires both EEB 4260 and 4261 to satisfy this requirement; 4261 is chronically oversubscribed, with waiting lists typically two times as long as there are seats in the class. Field Ornithology could provide another option for matching with EEB 4260 that the NRE/Fisheries and Wildlife Concentration could include on their list, and that would provide an additional course opportunity for all students with an interest in ornithology.
- *Environmental Sciences concentrations are in the process of being revised; once the new concentrations are introduced, this new course would likely meet the Methods and/or Natural Sciences requirements of the Global Change Concentration.
7. Effects on regional campuses: None
 8. Staffing: One graduate student instructor with extensive professional ornithological field study experience. A faculty member will review the plan each year the course is offered, examining the learning goals and methods, IACUC compliance, student safety,

and other pertinent issues.

General Education

If the course is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by
Department Curriculum Committee: April 13, 2015
Department Faculty: April 14, 2015
2. Name, Phone Number, and e-mail address of principal contact person:

Kevin Burgio (graduate student instructor)
860-486-3839
kevin.burgio@uconn.edu

Margaret Rubega (faculty overseer)
860-486-4502
margaret.rubega@uconn.edu

Syllabus

Attached

EEB 4262
FIELD METHODS IN ORNITHOLOGY
Department of Ecology and Evolutionary Biology

Syllabus: May Intersession 2015

COURSE AND INSTRUCTOR INFORMATION:

Course Title: Field Methods in Ornithology

Credits: 3

Format: In-person, field practicum

Prerequisites: 6 credits of college biology OR consent of instructor

Meets: MONDAY - FRIDAY 7:30 AM TO 11:30 PM, In TLS 371

Instructor:

Kevin Burgio

Email:

kevin.burgio@uconn.edu

COURSE MATERIALS:

*Required **printed** course materials should be obtained before the first day of class.* Texts are available through a local or online bookstore. The UConn Coop carries many materials that can be shipped via its online Textbooks To Goservice.

Students will require a pair of binoculars; we will issue binoculars to students without them at the first class meeting; students may choose to use their own.

Required Texts:

Bird Census Techniques (2nd Ed.; 2000) by Bibby et al.; Academic Press.

Sibley Field Guide to Birds of the Eastern U.S. (1st; 2003) by D.A. Sibley; Knopf.

COURSE DESCRIPTION:

This course introduces students to modern methods of estimating the number, distribution, community composition and behavior of birds, which are widely used as indicators of environmental quality and health. Practical experience with these methods is a prerequisite for employment in many state and federal wildlife management and environmental protection agencies, private consulting firms, and for entry to graduate programs in ecology. Week one of the course will focus on the basics of bird identification and survey techniques, with a mixture of class and field instruction. Topics will include: proper binocular use, estimating

distances in the field, taking field notes, overview of focal species, identifying birds by song, and census techniques. Week two will be spent largely in the field, collecting data using a variety of techniques, (e.g. point counts, transects, nest searching, and territory mapping). Week three will focus on a mixture of data collection and basic data analysis. Students will be required to complete an independent project, which requires them to develop and test a hypothesis by collecting and analyzing field data with the instructor's supervision.

COURSE OBJECTIVES:

Upon completion of this course, students will be proficient in taking field notes and basic identification skills needed to accurately identify bird species. Students will display basic proficiency at the following: bird identification by sight and sound, bird survey design, the most commonly used bird census methods, and field-based behavioral observation. Lastly, students will be familiar with the current statistical approaches used to analyze data collected in the field, with an understanding of which techniques are appropriate for different kinds of data.

COURSE REQUIREMENTS and GRADING

Every class meeting will require participation in a field trip, either on or off campus; some class meetings will include lectures or assessments as well. Frequent quizzes (both written and practical) will be used to reinforce skills needed to accurately identify birds in the field, understanding of differences among census techniques and differences among statistical approaches and how they are applied to different census techniques. A short independent project report will be due on the last day of class, which will include an analysis of data collected during the course. The final exam will be half written and half practical; students must demonstrate bird identification skills, observation/survey skills, and proficiency at taking field notes.

SUMMARY OF COURSE GRADING (300 points total):

Tests (30%):	Midterm	40 points
	Final (cumulative)	50 points
Worksheets/Quizzes (25%)		75 points
Field Notebook Submissions (20%)		60 points
Final project presentation (25%):		75 points

FINAL GRADE STANDARDS (In percentage of total available points):

A 93-100; A- 90-92; B+ 88-89; B 83-87; B- 80-82; C+ 78-79; C 73-77;

C- 70-72; D+ 68-69; D 63-67; D- 60-62; F \leq 59

COURSE SCHEDULE:

Day, Week 1	Topic	Day, Week 2	Topic	Day, Week 3	Topic
M	Course introduction and timeline; Bird identification (Optics, Guides and Notes.	M	Survey of local birds; notebooks (First Submission)	M	Independent project data collection (Final), data analysis
T	Topography and Field Marks; Field exercises; Start projects	T	Individual project presentations	T	Survey of coastal birds
W	Field research techniques, hypotheses testing, study design, and data analysis	W	Midterm exam	W	Survey of local birds. Field notebooks (Final Submission)
Th	Survey of local birds; Review, Project guidelines discussion and selection	Th	Individual project data collection I (Methods adjustment)	Th	Review session in preparation for the final; Final project presentations
Fr	Watch a bird banding demonstration, Pomfret Center, Connecticut Audubon Society	Fr	Individual project data collection II (Assisted)	Fr	Final Exam; Instructor evaluations

KEVIN R. BURGIO

University of Connecticut
Department of Ecology and Evolutionary Biology
U-3043 75 N. Eagleville Rd
Storrs, CT 06269
(860) 230-7856
kevin.burgio@uconn.edu
www.monkparakeetresearch.org

RESEARCH INTERESTS

I am broadly interested in the mechanisms of species range limitations and how disturbance (climate change and habitat fragmentation) influences species distribution patterns and extinction processes. My research focuses on using an integrative approach to understanding the behavioral, physiological, and morphological limitations of parrot distributions; the ecology, biogeography, and assembly of vertebrate communities; and extinction in parrots and parasites.

EDUCATION

- Current **Ph.D. Student**, Ecology and Evolutionary Biology, University of Connecticut
Advisor: Margaret Rubega
Committee: Robert Colwell, Chad Rittenhouse, Brian Walker, and Michael Willig
Dissertation topic: The influence of thermoregulatory adaptations and habitat change on the distribution of two North American parrot species
Expected completion: May 2016
- 2010 **B.A. (*Summa cum laude*)**, University of Connecticut
Ecology and Evolutionary Biology (University Scholar)
Honors Thesis: "Utility pole nesting behavior of Monk Parakeets"
Thesis advisors: Margaret Rubega, Chris Elphick, and Elizabeth Jockusch

PROFESSIONAL EXPERIENCE

- 2012 - **Visiting Faculty** - Fairfield University, CT
- Responsible for training undergraduate students in basic research skills and field methods in ornithology
 - collecting and analyzing data to test the efficacy of infrared thermography in evaluating stress load and metabolic heat loss in House Sparrows

- collecting stress hormone, metabolic, and thermographic infrared data to explore the thermoregulatory benefits of a variety of behavioral, morphological, and physiological adaptations of Monk Parakeets
- 2010 **Field Research Supervisor** - National Audubon Society: Shrubland Bird Project
 - supervised field technicians in the collection of shrubland-nesting bird demographic, distribution, and behavioral data
- 2009 - 2012 **Volunteer Field Assistant** - University of Connecticut: Saltmarsh Sparrow Project
 - collected demographic and morphological data through mist-netting and censuses
- 2009 - 2010 **Research Intern** - National Audubon Society: New Haven County Breeding Bird Atlas/Survey
 - created a breeding-bird map for New Haven County using GIS and citizen science-collected data
 - reviewed and critiqued conservation management and reserve design plans
- 2009 **Summer Research Fellow** - Treibeck Foundation: Monk Parakeet utility pole nesting behavior research
 - collected and analyzed Monk Parakeet behavioral and distribution data
- 2008 **Field Assistant** - National Science Foundation (Research Experience for Undergraduates): Invasive birds in seed dispersal mutualisms
 - collected invasive plant demographic and growth rate data
- 2008 **Field Assistant** - Town of Mansfield, CT and Natural Resources Conservation Service: Effect of invasive plant removal on forest bird populations
 - designed and conducted avian censuses

TEACHING EXPERIENCE

Teaching Assistant

- 2015 Ornithology Lab (EEB 4261) – University of Connecticut
- 2015 Ornithology (EEB 4260) - University of Connecticut
- 2014 Biology of the Vertebrates (EEB 2214) - University of Connecticut
- 2010 - 2011 Principles of Biology II (BIO 1108) - University of Connecticut

Other Teaching Experience

- 2015 Guest Lecture, Ornithology Lab (EEB 4261) – UConn
- 2015 Guest Lecture, Ornithology (EEB 4260) - UConn
- 2012 - Undergraduate Independent Research Supervisor - Fairfield University
- 2010 Guest Lecturer, Topics in Modern Biology (BIO 1109) – UConn

MENTORING

Undergraduates:

- 2014 - Meredith Bottino '16 – University of Connecticut. Research assistant: Comparing feather morphology among Monk Parakeet populations
- 2012 - Kali Block '15 - University of Connecticut. Independent research project: Testing Bergmann's, Groger's and Allen's Rule among Monk Parakeet populations
- Recipient 2013 Sigma Xi GIAR (\$1000)
- Recipient 2014 UConn Center for Biodiversity and Conservation Grant (\$500)
- 2014 - Kerri McPhail '16 - Fairfield University. Research assistant: Testing the efficacy of infrared thermography in evaluating stress and metabolic heat loss in House Sparrows
- 2014 - Christian Cardillo '16 - Fairfield University. Research assistant: Testing the efficacy of infrared thermography in evaluating stress and metabolic heat loss in House Sparrows
- 2014 - Sabrae Boisvert '16 - Fairfield University. Research assistant: Testing the efficacy of infrared thermography in evaluating stress and metabolic heat loss in House Sparrows
- 2014 - Nicolette Tiernan '16 - Fairfield University. Research assistant: Testing the efficacy of infrared thermography in evaluating stress and metabolic heat loss in House Sparrows
- 2012 - 2013 Thomas Corona '13 - Fairfield University. Independent research project: Monk Parakeet utility pole nesting preferences
- Presented poster, "Determination of Monk Parakeet Nesting Site Preferences on Utility Poles in Southern Connecticut," at Fairfield University Sigma Xi Annual Poster Session April, 2013.
- 2012 Daniel Gonzalez '14 - Fairfield University, Research assistant: Monk Parakeet utility pole nesting preferences

High School Students:

- 2013 - Nikki Pirtel '15, Manchester High School. Independent research project: Using fungi and bacteria in the bioremediation of plastics

PUBLICATIONS

- Cizauskas, C.A., C.J. Carlson, **K.R. Burgio**, C. Clements, N.C. Harris, E. Dougherty, and A.J. Phillips. *In review*. Conservation's biggest blind spot: mainstreaming parasites into climate change biology. *Nature Climate Change*.
- Dreiss, L.M., **K.R. Burgio**, L.M. Cisneros, B.T. Klingbeil, B.D. Patterson, S.J. Presley, and M.R. Willig. 2015. Multiple dimensions of biodiversity for rodents along an extensive

tropical elevational gradient: taxonomic, functional, and phylogenetic perspectives.

Ecography. DOI: 10.1111/ecog.00971

Burgio, K.R., M.A. Rubega, and D. Sustaita. 2014. Nest-building behavior of Monk Parakeets and insights into potential mechanisms for reducing damage to utility poles. *PeerJ*.

2:e601 DOI:10.7717/peerj.601

Cisneros, L.M., **K.R. Burgio**, L.M. Dreiss, B.T. Klingbeil, B.D. Patterson, S.J. Presley, and M.R. Willig. 2014. Elevational variation of multiple dimensions of biodiversity in bats.

Journal of Animal Ecology. 83: 1124–1136

Carlson, C.J., C.A. Cizauskas, **K.R. Burgio**, C.F. Clements, and N.C. Harris. 2013. The more parasites, the better? *Science*. 342:1041

Manuscripts in preparation: (Drafts available)

Dougherty, E.R., C.J. Carlson, V.M. Bueno, **K.R. Burgio**, C.A. Cizauskas, C.F. Clements, D.P. Seidel, and N.C. Harris. Paradigms for parasite conservation: a map for uncharted waters. *To be submitted to Conservation Biology by 5/1/15.*

Burgio, K.R., L.M. Cisneros, K.E. Davis, L.M. Dreiss, B.T. Klingbeil, B.D. Patterson, S.J. Presley, and M.R. Willig. *In review*. Dimensions of passerine biodiversity along a tropical elevational gradient: a nexus for historical biogeography and contemporary ecology. *To be submitted to Ecography by 6/1/15.*

Burgio, K.R., C.R. Van Rees, K.E. Block, M. Spreyer, and E.H. Bucher. Monk Parakeet (*Myiopsitta monachus*) in Birds of North America Online (A. Poole ed.). Ithaca: Cornell Lab of Ornithology. *To be submitted by 6/1/2015.*

Lopez, B.E., **K.R. Burgio**, M.B. Carlucci, K.A. Palmquist, A. Parada, V. Weinberger, and A.H. Hurlbert. A new conceptual framework for testing the stress dominance hypothesis: trait conservatism of alpha and beta traits along gradients. *To be submitted to Functional Ecology by 5/1/15.*

Presley, S.J., **K.R. Burgio**, L.M. Cisneros, L.M. Dreiss, B.T. Klingbeil, B.D. Patterson, and M.R. Willig. Partitioning multiple dimensions of biodiversity along an extensive tropical elevational gradient: a comparison of three vertebrate orders.

PATENTS

Burgio, K.R. and M.A. Rubega. 2013. Monk Parakeet Utility Pole Exclusion Device. Provisional Patent # 61/842,608. USA. Filed: 7/3/2013.

RESEARCH GRANTS, AWARDS, AND FELLOWSHIPS

Career Total: \$158,750

2011 - 2016	(\$121,000) National Science Foundation Graduate Research Fellow
2014	(\$2,850) UConn EEB Summer Support Grant
2013	(\$500) UConn EEB Summer Support Grant
2013	(\$17,000) UConn Faculty Large Grant (co-author, awarded to Margaret Rubega)

2013 (\$375) George Clark Jr. Connecticut Natural History Museum Award
 2010 (\$150) Connecticut Natural History Museum Award
 2010 (\$1500) Edwin V. Gant Memorial Scholarship, UConn
 2009 (\$7500) **Barry Goldwater National Scholarship**
 2009 (\$3500) Treibick Foundation Summer Research Fellowship
 2009 (\$500) UConn Life Sciences Honors Thesis Research Grant
 2009 (\$500) UConn Office of Undergraduate Research Grant
 2009 (\$375) Katie Bu Memorial Grant
 2009 (\$1800) UConn University Scholar Award
 2007 (\$1000) UConn Greater Hartford Campus Scholarship
 2007 (\$200) UConn Hartford Campus Alumni Scholarship

OTHER AWARDS

2010 University Scholar – University of Connecticut
 2010 Honors Scholar - University of Connecticut
 2009 New England Scholar - University of Connecticut
 2008 Babbidge Scholar - University of Connecticut
 2007 Babbidge Scholar - University of Connecticut
 2002 **Air Force Commendation Medal - United States Air Force**
 2001 Distinguished Graduate - United States Air Force Leadership School
 1999 Air Force Achievement Medal - United States Air Force
 1997 Top Graduate - United States Air Force Technical Training School

PRESENTATIONS

Willig, M.R., **K.R. Burgio**, L.M. Cisneros, L.M. Dreiss, B.T. Klingbeil, B.D. Patterson, and S.J. Presley. Gradients of Phylogenetic Relatedness and Size Similarity: Bats and Rodents in a Hotspot of Tropical Biodiversity (Manu, Peru). 2014. **American Society of Mammologists** Annual Meeting, Oklahoma City, OK.

Carlson, C.J., **K.R. Burgio**, and K.E. Block. Reconstructing the extinction of the Carolina Parakeet: Historical data reveal that two distinct human activities drove two separate subspecies' declines. 2013. **Ecological Society of America** Annual Meeting, Minneapolis, MN.

Willig, M.R., **K.R. Burgio**, L.M. Cisneros, L.M. Dreiss, B.T. Klingbeil, B.D. Patterson, and S.J. Presley. Comparative Biodiversity of Bats and Rodents along an Extensive Tropical Elevational Gradient: Taxonomic, Functional, and Phylogenetic Dimensions. 2013. **American Society of Mammologists** Annual Meeting, Philadelphia, PA.

Lopez, B.E., **K.R. Burgio**, M.B. Carlucci, K.A. Palmquist, A. Parada, V. Weinberger, and A.H. Hurlbert. Inferring Community Assembly Processes under Niche Lability: Considering the Stress Dominance Hypothesis. 2012. **Ecological Society of America** Annual Meeting, Portland, OR.

Klingbeil, B.T., **K.R. Burgio**, L.M. Cisneros, K.E. Davis, L.M. Dreiss, B.D. Patterson, S.J. Presley, and M.R. Willig. Elevational variation of multiple dimensions of biodiversity: inter-taxon comparisons. 2012. **Ecological Society of America** Annual Meeting, Portland, OR.

COLLABORATIONS / OTHER RESEARCH PROJECTS

- 2013 - **Researcher** - Parasite Ecology Research Project
- Founding member of a multi-institution research collaboration investigating the impact of climate change on parasite biodiversity.
 - Other institutions represented: Princeton University, University of California Berkeley, the Smithsonian Museum, and the University of Sheffield, UK
- 2011 - **Project Facilitator** - National Science Foundation: Dimensions of Biodiversity Distributed Graduate Seminar
- manager of a multi-university collaboration investigating how changes in phylogenetic and functional diversity over an environmental gradient can be used to better understand community assembly processes

PUBLIC OUTREACH

- 2013 Instructor: Intermediate and advanced avian census techniques, Wildlife Society Northeast Conclave, Ashford, CT
- 2013 Invited speaker: "The Carolina Parakeet: biology, extinction, and current research" The Parrot Club
- 2013 Invited speaker: "Monk Parakeets" Western Connecticut Bird Club
- 2012 Invited speaker: "The Distribution of Monk Parakeets in Connecticut" CT Department of Energy and Environmental Protection Avian Summit
- 2012 Invited speaker: "Ecology: research, graduate school, and careers" Manchester High School, CT
- 2012 Invited speaker: "Adaptations in Birds" Franklin Elementary School, Franklin, CT
- 2010 Invited speaker: "Monk Parakeets in Connecticut: What Are They Doing Here?" New Haven Bird Club

OTHER PROFESSIONAL EXPERIENCE

- 1996 – 2002 Staff Sergeant - United States Air Force
- Manager of Aerospace Dentistry - duties include: dental assistant, radiology technician, and dental hygienist
 - combat medic specializing in chemical, nuclear, and biological decontamination

VOLUNTEER EXPERIENCE

- 2011 - Commissioner - Town of Hamden Natural Resource and Open Space Commission
2008 Writing Tutor - University of Connecticut
2000 - 2002 Head Instructor - Dental Assistant Training Program - American Red Cross

RELATED TRAINING AND SKILLS

Computer programs: R, ArcGIS 10, MaxEnt, EstimateS, GEOLocate, Biota, and ResearchIR

Field training/experience: mist-netting and banding, survey techniques (point counts, territory mapping, and linear transects), nest searching, behavioral observations, morphological measurements, and vegetation sampling

Analyses: species distribution modeling, extinction modeling, species biodiversity metrics, and quantifying functional and phylogenetic biodiversity

Technology: Infrared thermography (IRT) and automated recording units (ARUs)

REFERENCES

Dr. Margaret A. Rubega
Associate Professor - Dept. of Ecology and Evolutionary Biology - University of Connecticut
(860) 486-4502
margaret.rubega@uconn.edu

Dr. Michael R. Willig
Professor - Dept. of Ecology and Evolutionary Biology - University of Connecticut
Director - Center for Environmental Sciences and Engineering - University of Connecticut
(860) 486-2798
michael.willig.uconn.edu

Dr. Robert K. Colwell
Professor - Dept. of Ecology and Evolutionary Biology - University of Connecticut
(860) 486-4395
colwell@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: March 25, 2015
2. Department requesting this course: EEB
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

EEB 5500. Introduction to Natural History Collections

1 credit. Lecture. Open to graduate students in EEB, others with permission of the instructor.

Training required for work in the EEB Biodiversity Research Collections Facility. The uses of natural history collections; policies, resources, and databases of the Collection Facility; specimen preparation and labeling; legal and ethical issues; threats to natural history collections.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: EEB
2. **Course Number**: 5500
3. **Course Title**: Introduction to Natural History Collections
4. **Number of Credits** (use digits, "3" not "three"): 1
5. **Course Description** (second paragraph of catalog entry): Training required for work in the EEB Biodiversity Research Collections Facility. The uses of natural history collections; policies, resources, and databases of the Collection Facility; specimen preparation and labeling; legal and ethical issues; threats to natural history collections.
6. **Course Type**, if appropriate:
_Lecture _Laboratory Seminar _Practicum

Optional Items

7. **Prerequisites**, if applicable: None
8. **Recommended Preparation**, if applicable: None
9. **Consent of Instructor**, if applicable: Yes
10. **Exclusions**, if applicable:
11. **Repetition for credit**, if applicable: Not allowed
12. **S/U grading**: yes, S/U grading will be used for this course

Justification

1. **Reasons for adding this course:** Any graduate student needing access to the biological collections facility must be trained to avoid damage to the collections. This course provides an efficient means for accomplishing this training.
2. **Academic merit:** Students learn about the history and importance of biological collections, in addition to learning how to appropriately care for and study specimens from the collection.
3. **Overlapping courses:** None
4. Number of students expected: 15-20 per semester
5. Number and size of sections: 1 section
6. **Effects on other departments:** None
7. **Staffing:** Jane O'Donnell and others
8. **Dates approved by**
 - Department Curriculum Committee: 6 April 2015
 - Department Faculty: 7 April 2015
9. Name, Phone Number, and e-mail address of principal contact person: Jane O'Donnell, 6-4451, jane.odonnell@uconn.edu

Syllabus

A [syllabus](#) for the new course must be attached to your submission email.

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

INTRODUCTION TO NATURAL HISTORY COLLECTIONS

Sample Syllabus

Instructors: J. O'Donnell, J. Caira, B. Capers, B. Goffinet, S. Hochgraf, D. Wagner & E. Quinter

Location of Lectures: Torrey Life Sciences Room 111

Location of Practical Sessions: BPB Rm. 115 (EEB Biodiversity Research Collections Facility)

URL: <http://biodiversity.uconn.edu/>

Class Meeting

- 1**
 - 6:00-6:15 pm Introduction (Goffinet)
 - 6:15-6:45 pm History of the EEB Biodiversity Research Collections (BRCF) (O'Donnell)
 - 6:45-7:30 pm Importance of Natural History Collections (Wagner)
 - 7:30-7:45 pm *Break*
 - 7:45-9:15 pm In-depth tour of the BRCF, with facility procedures (Capers, Hochgraf & O'Donnell)

- 2**
 - 6:00-6:15 pm Voucher and type specimens (O'Donnell)
 - 6:15-6:30 pm Overview of specimen databases; zoological databases (O'Donnell)
 - 6:30-7:00 pm BRCF Botanical database (*BG-BASE*) and uses for specimen data (Capers)
 - 7:00-7:15 pm *Break*
 - 7:15-9:15 pm Specimen preparation and labeling (Hochgraf, O'Donnell, Quinter & Wagner)

- 3**
 - 6:00-7:00 pm Threats to Natural History Collections (O'Donnell)
 - 7:00-8:00 pm Organization of Collections (Group Exercise)
 - 8:00-9:20 pm Specimen preparation and labeling; imaging (Caira, Capers & O'Donnell)

- 4**
 - 6:00-7:15 pm Basic legal issues; transaction & shipping issues and protocols (Capers, Hochgraf & O'Donnell)
 - 7:15-8:45 pm Collection policies; collecting and collections: ethical issues (group discussion)
 - 8:45-9:00 pm Course Evaluations

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 4/20/15
2. Department or Program: Cognitive Science
3. Title of Major: Cognitive Science
4. Effective Date (semester, year): Fall 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Move SLHS 4245/W from an Advanced Course to a core course. Add PSYC 3440 to Advanced Courses.

Existing Catalog Description of Major

General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

A maximum of six 2000-level or above transfer credits may count toward the major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is counted toward the major.

Core Courses (16 credits) COGS 2201, 3584 and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501

Research Courses (6 credits)

Statistics (one of the following for at least 3 credits): PSYC 2100Q or 2100WQ; STAT 2215Q, 3025Q (Calculus level)

Research Methods (one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3253, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits)

CSE 2300W, 2500, 3500a, 3502a, 3802; LING 3310Qa, 3410Qa, 3511Qa; MATH

2210Q, 2410Q, 3160, 3210, 3230, 3412; PHIL 2211Q, 3214

Advanced courses (12 credits)

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

ANTH 3200, 3250; CSE 3500a, 3502a, 4095; LING 3310Qa, 3410Qa, 3511Qa; 3610W; PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3470/Wb, 3500, 3501, 3502; SLHS 2204, 4245/W, 4254/W

Electives (3-6 credits)

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

^a The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q, 3511Q. In this event, two electives are required.

^b PSYC 3470 is a variable topics course and may only be counted toward the major with advisors' approval.

Competency and Writing Requirements

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major are met by taking any W course on the Plan of Study. Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

A minor in Cognitive Science is described in the "Minors" section

Proposed Catalog Description of Major

General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

A maximum of six 2000-level or above transfer credits may count toward the

major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is counted toward the major.

Core Courses (16 credits) COGS 2201, 3584 and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501; **SLHS 4245/W**

Research Courses (6 credits)

Statistics (one of the following for at least 3 credits): PSYC 2100Q or 2100WQ; STAT 2215Q, 3025Q (Calculus level)

Research Methods (one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3253, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits)

CSE 2300W, 2500, 3500a, 3502a, 3802; LING 3310Qa, 3410Qa, 3511Qa; MATH 2210Q, 2410Q, 3160, 3210, 3230, 3412; PHIL 2211Q, 3214

Advanced courses (12 credits)

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

ANTH 3200, 3250; CSE 3500a, 3502a, 4095; LING 3310Qa, 3410Qa, 3511Qa; 3610W; PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3440, 3470/Wb, 3500, 3501, 3502; SLHS 2204, 4254/W

Electives (3-6 credits)

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

^a The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q, 3511Q. In this event, two electives are required.

^b PSYC 3470 is a variable topics course and may only be counted toward the major with advisors' approval.

Competency and Writing Requirements

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major are met by taking any W course on the Plan of Study. Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students

will consult with both of them to plan a course of study.

A minor in Cognitive Science is described in the "Minors" section

Justification

1. Reasons for changing the major: SLHS faculty form a core part of COGS program; core courses list should reflect this. The content of 4245 is central to subject area. PSYC 3440 is a new course, Developmental Cognitive Neuroscience, that will be of great interest to our students.
2. Effects on students: Provides greater flexibility.
3. Effects on other departments: PSYC and SLHS have been consulted and are willing to give seats to COGS students. SLHS will waive prereqs to 4245 for COGS students.
4. Effects on regional campuses: None.
5. Dates approved by
Department Curriculum Committee: (4/07/14)
Department Faculty: 4/07/14 (Cognitive Science Steering Committee)
6. Name, Phone Number, and e-mail address of principal contact person:

William Snyder, 860/486-0157, william.snyder@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

Plan of Study

Undergraduate Major in Cognitive Science

General Requirements

- ___ 40 credits, no more than 21 in any one department
- ___ General requirements for CLAS BA or BS degree

I. Core Courses (16 credits)

- ___ COGS 2201 Foundations of Cognitive Science
- ___ COGS 3584 Seminar in Cognitive Science

Four of the following:

- ___ ANTH 3002 Culture, Language, and Thought
- ___ CSE 4705 Artificial Intelligence
- ___ LING 2010Q The Science of Linguistics
- ___ PHIL 3250/W Philosophy of Mind
- ___ PSYC 2501 Cognitive Psychology
- ___ **SLHS 4245/W Neuroscience of Cognitive and Communication Disorders**

II. Research (6 credits)

Statistics (one of the following):

- ___ PSYC 2100(W)Q Principles of Research in Psych.
- ___ STAT 2215Q Introduction to Statistics II
- ___ STAT 3025Q Statistical Methods (Calculus level)

Research methods (one of the following):

- ___ ANTH 3004 Cultural Research
- ___ LING 3110 Experimental Linguistics
- ___ PSYC 3250/W Lab in Animal Behavior & Learning
- ___ PSYC 3251/W Lab in Physiological Psychology
- ___ PSYC 3253 Sensory Neuroscience Lab
- ___ PSYC 3450W Lab in Developmental Psychology
- ___ PSYC 3550W Lab in Cognition
- ___ PSYC 3551W Lab in Psycholinguistics
- ___ PSYC 3552 Lab in Sensation and Perception

III. Formal Systems Courses (3 credits)

- ___ CSE 2300W Digital Logic Design
- ___ CSE 2500 Introduction to Discrete Systems
- ___ CSE 3500 Algorithms and Complexity †
- ___ CSE 3502 Theory of Computation †
- ___ CSE 3802 Numerical Methods
- ___ LING 3310Q Phonology †
- ___ LING 3410Q Semantics †
- ___ LING 3511Q Syntax †
- ___ Math 2210Q Applied Linear Algebra
- ___ Math 2410Q Elementary Differential Equations
- ___ Math 3160 Probability
- ___ Math 3210 Abstract Linear Algebra
- ___ Math 3230 Abstract Algebra
- ___ Math 3412 Introduction to Field Theory
- ___ PHIL 2211Q Symbolic Logic
- ___ PHIL 3214 Symbolic Logic II

IV. Advanced Courses (12 credits)

- *Must include courses from at least 3 departments.*
- *Can include core courses not used to satisfy the Core Courses requirement.*
- ___ ANTH 3200 Human Behavioral Ecology
- ___ ANTH 3250 Cognitive Anthropology
- ___ CSE 3500 Algorithms and Complexity
- ___ CSE 3502 Theory of Computation
- ___ CSE 4095 (Special Topic) Natural Language Processing
- ___ LING 3310Q Phonology
- ___ LING 3410Q Semantics †
- ___ LING 3511Q Syntax †
- ___ LING 3610W Language and Culture
- ___ PHIL 2210/W Metaphysics and Epistemology
- ___ PHIL 2212/W Philosophy of Science
- ___ PHIL 3241 Language: Meaning and Truth
- ___ PHIL 3247/W Philosophy of Psychology
- ___ PHIL 3249/W Philosophy of Neuroscience
- ___ PHIL 3256/W Philosophy of Perception
- ___ PNB 3251 Biology of the Brain
- ___ PSYC 2200 Physiological Psychology
- ___ PSYC 2400 Developmental
- ___ PSYC 2500 Learning
- ___ PSYC 3100/W History and Systems in Psychology
- ___ **PSYC 3440 Developmental Cognitive Neuroscience**
- ___ PSYC 3470 Current Topics in Developmental Psych.*
- ___ PSYC 3500 Psychology of Language
- ___ PSYC 3501 Sensation and Perception
- ___ PSYC 3502 Psychology of Consciousness
- ___ SLHS 2204 Speech and Language Acquisition
- ___ SLHS 4254/W Introduction to Language Disorders in Children

* Variable topics course, may only be counted towards major with advisors' consent

The writing in the major requirement is fulfilled by taking any of the W courses listed on this plan.

No more than 6 transfer credits may be applied to plan.

All courses on plan must be passed with grade of C- (1.7) or higher.

V. Electives (3-6 credits)

One additional course (Two, if a † course is taken) from above lists, COGS 3589, COGS 3599, ANTH 4596W, or other related courses from any department.

1. _____
2. _____

VI. Signatures Printed Student Name _____ Peoplesoft # _____

Student _____ Date _____ Advisor _____ Date _____

DUS, Cognitive Science _____ Date _____ Advisor _____ Date _____

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 4/9/15
2. Department or Program: Environmental Studies
3. Title of Major: Environmental Studies
4. Effective Date (semester, year): Fall 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Add introductory statistics to the major requirements.

Existing Catalog Description of Major

Environmental Studies

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major leads to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture, Health and Natural Resources (CANR). The student's choice of colleges should be made in consultation with faculty and advisors based upon the student's interests and career goals.

Requirements:

Introductory Courses. *All majors must take three introductory courses:*

EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background,
BIOL 1108.

Core Courses (18 credits). *All majors must take 2 of the following courses from each core. Students cannot apply more than one course per department to count within a particular core. Additional core courses taken in the same department can be applied to the additional major requirements beyond the core requirements.*

Humanities Core PHIL 3216; HIST 3540 or HIST 3542; ENGL 3240 or ENGL 3715 or JOUR 3046

Social Sciences Core ARE 3434 or ARE 4462 or ECON 3466; NRE 3245; NRE 3246; POLS 3412

Natural Science Core EEB 2208, GEOG 3400, AH 3175, GSCI 3010; NRE 4170

EVST 4000W: Capstone Research Project (3 credits). All majors must complete a capstone research project, which fulfills the Writing in the Major and the Information Literacy requirements for the major.

Additional requirements for the major

In addition, environmental studies majors in CLAS must take 9 credits of electives at the 2000 level or above, plus an additional 12 credits of related courses, approved by the student's advisor. These courses must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

Total Credits (2000-level or above) 30, plus 12 credits of related courses.

Other areas of recommended preparation (not required)

Physical Science: CHEM 1122, 1127Q; PHYS 1030Q/1035Q.
Earth Science: GSCI/GEOG 1070; MARN 1002/1003
Economics: ARE 1110, 1150; ECON 1179, 1200 1201.
Statistics: STAT 1000Q, 1100Q

Note: A B.A. in Environmental Studies can also be earned through the College of Agriculture, Health and Natural Resources. For a complete description of the major in that college, refer to the Environmental Studies description in the "College of Agriculture, Health and Natural Resources" section of this Catalog.

Proposed Catalog Description of Major

Environmental Studies

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major leads to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture, Health and Natural Resources (CANR). The student's choice of colleges should be made in consultation with faculty and advisors based upon the student's interests and career goals.

Requirements:

Introductory Courses. *All majors must take three introductory courses:*

EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background,
BIOL 1108

STATS 1000Q or STATS 1100Q or equivalent

Core Courses (18 credits). *All majors must take 2 of the following courses from each core. Students cannot apply more than one course per department to count within a particular core. Additional core courses taken in the same department can be applied to the additional major requirements beyond the core requirements.*

Humanities Core PHIL 3216; HIST 3540 or HIST 3542; ENGL 3240 or ENGL
3715 or JOUR 3046

Social Sciences Core ARE 3434 or ARE 4462 or ECON 3466; NRE 3245; NRE 3246;
POLS 3412

Natural Science Core EEB 2208, GEOG 3400, AH 3175, GSCI 3010; NRE 4170

EVST 4000W: Capstone Research Project (3 credits). All majors must complete a capstone research project, which fulfills the Writing in the Major and the Information Literacy requirements for the major.

Additional requirements for the major In addition, environmental studies majors in CLAS must take 9 credits of electives at the 2000 level or above, plus an additional 12 credits of related courses, approved by the student's advisor. These courses must be designed to form a

coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

**Total Credits
(2000-level or
above)**

30, plus 12 credits of related courses.

Other areas of recommended preparation (not required)

Physical Science: CHEM 1122, 1127Q; PHYS 1030Q/1035Q.

Earth Science: GSCI/GEOG 1070; MARN 1002/1003

Economics: ARE 1110, 1150; ECON 1179, 1200 1201.

Note: A B.A. in Environmental Studies can also be earned through the College of Agriculture, Health and Natural Resources. For a complete description of the major in that college, refer to the Environmental Studies description in the "College of Agriculture, Health and Natural Resources" section of this Catalog.

Justification

1. Reasons for changing the major: A statistics background is necessary for upper-level courses
2. Effects on students: None. The course can be used as one of their required "Q" courses.
3. Effects on other departments: None
4. Effects on regional campuses: None
5. Dates approved by
Department Curriculum Committee: 2/24/15
Department Faculty: 2/24/15
6. Name, Phone Number, and e-mail address of principal contact person:
Dr. Mark Boyer
860 486-3156
MARK.BOYER@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

Student Name _____
Peoplesoft # _____

**Plan of Study
Environmental Studies - B.A. Degree
2015 - 2016 Catalog**

A. Introductory Courses

1. _____ EVST 1000
2. _____ BIOL 1102 or BIOL 1108 (For a more advanced background.)
3. _____ NRE 1000 or GEOG 2300 or GSCI 1050 or GSCI 1051
4. _____ STATS 1000Q or STATS 1100Q or Equivalent

B. Core Courses (Total 18 credits)

*Pre-reqs, restrictions, and recommendations are in parentheses.

*Students cannot apply more than one course per department to count within a particular core. Additional core courses taken in the same department can be applied to the additional major requirements beyond the core requirements.

Humanities Core: All majors must take 2 of the following courses:

- _____ PHIL 3216 Environmental Ethics (Junior or higher & at least 1 of the following: PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107) *
- _____ HIST 3540 American Environmental History (Junior or higher) or HIST 3542 New England Environmental History
- _____ ENGL 3240 American Nature Writing (Junior or higher & ENGL 1010, 1011, 2011, or 3800) or ENGL 3715 Nature Writing Workshop (ENGL 1010, 1011, 2011, or 3800) or JOUR 3046 Environmental Journalism (JOUR 2000W)

Social Science Core: All majors must take 2 of the following courses:

- _____ ARE 3434 Environmental and Resource Policy (Junior or higher) or ARE 4462 Environmental and Resource Economics (JR+ & ARE 1150 or ECON 1200 or ECON 1201; MATH 1071Q or 1110Q or 1120Q or 1126Q or 1131Q) or ECON 3466 Environmental Economics (ECON 2201)
- _____ NRE 3245 Environmental Law (Junior or higher)
- _____ NRE 3246 Human Dimensions of Natural Resources (Pending) (JR+)
- _____ POLS 3412 Global Environmental Politics (Junior or higher)

Natural Science Core: All majors must take 2 of the following courses:

- _____ EEB 2208 Introduction to Conservation Biology
- _____ GEOG 3400 Climate and Weather (Recommended: GEOG 1300 or GEOG 2300)
- _____ AH 3175 Environmental Health (BIOL 1102 or equivalent & CHEM 1122 or equivalent)
- _____ GSCI 3010 Earth History and Global Change (GSCI 1050 or GSCI 1051 & GSCI 1052)
- _____ NRE 4170 Climate-Human-Ecosystem Interactions (Junior or higher)

C. Capstone

- _____ EVST 4000W (ENGL 1010, 1011, or 3800)

D. 9 Credits of Major Electives (2000 level and above) Approved by Major Advisor

1. _____
2. _____
3. _____

D. 12 Credits of Related Courses Approved by Major Advisor

1. _____
2. _____
3. _____
4. _____

I approve the above program:

Major Advisor

Department

Date

Program Director
Last revised 4/8/15

Department

Date

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

1. Date of this proposal: 4/6/15
2. Semester and year this xx95 course will be offered: Fall 2015
3. Department: Molecular and Cell Biology
4. Course number and title proposed: MCB3985 Special Topics: Practical Methods in Microbial Genomics
5. Number of Credits: 3
6. Instructor: Dr. Jonathan Klassen
7. Instructor's position: Assistant Professor
(**Note:** in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).
8. Has this topic been offered before? If yes, when? Fall 2014
9. Is this a () 1st-time, (x) 2nd-time, () 3rd-time request to offer this topic?
10. Short description:

MCB 3895: Practical Methods in Microbial Genomics

Three credits. Prerequisite: BIOL 1107 and MCB2610 or consent of instructor.

Analysis of microbial genomes including assembly, annotation, comparison and expression. Students will design and perform computational analyses of public domain genomic data. No previous computational experience is expected.

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

See attached.

12. Comments, if comment is called for: The course is changed from last year with the addition of the MCB 2610 prerequisite.

13. Dates approved by:

Department Curriculum Committee: April 8, 2015

Department Faculty: April 10, 2015

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

Dr. Jonathan Klassen

jonathan.klassen@uconn.edu

860-468-6890

Supporting Documents

Draft Syllabus

MCB3895-xx: Practical methods in microbial genomics

Dr. Jonathan L. Klassen

Fall 2015

Modern biology has been revolutionized by the advent of inexpensive genomic sequencing. However, biology students generally lack familiarity with the computational techniques required to analyze these data. This course will address this need by introducing students to basic concepts in genomics, and guiding them through a series of practical exercises where the students themselves analyze publically-available genomic data. These exercises will focus on converting raw sequencing data to an assembled and annotated product that can be used for further functional and evolutionary analyses. Basic computational biology skills such as using UNIX-based operating systems and basic scripting will also be covered, targeting biologists with minimal experience with computational biology. Students will leave this course with a series of scripts and protocols that they can apply in their future independent research.

Draft outline:

Week 1: Introduction to UNIX and the terminal; the NCBI database

Week 2: Genomes on NCBI; Perl strings and basic operations

Week 3: Manipulating sequences #1; Perl loops and arrays

Week 4: Manipulating sequences #2; Perl hashes

Week 5: Principles of genome sequencing; preparing genomic data for assembly

Week 6: De novo genome assembly; assembly quality

Week 7: Midterm exam

Week 8: Genome assembly competition

Week 9: Genome alignment

Week 10: Genome annotation #1; a brief introduction to BLAST

Week 11: Genome annotation #2

Week 12: Reference mapping; SNP finding

Week 13: RNAseq and differential expression

Week 14: Metabolic pathway maps

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 2/15/2015
2. Department requesting this course: MCB
3. Semester and year in which course will be first offered: Spring 2016

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

MCB 5080. Frontiers in Microbiology

1 credit. Seminar. Consent of instructor required. May be repeated for credit.

Current topics in microbiology including research advances, impact of microorganisms on the environment and society, their role in health and disease, and applications of microbiological research in academic, government and industrial settings.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MCB
2. Course Number: 5080
3. Course Title: **Frontiers in Microbiology**
4. Number of Credits (use digits, "3" not "three"): 1
5. Course Description (second paragraph of catalog entry):
Current topics in microbiology including research advances, impact of microorganisms on the environment and society, their role in health and disease, and applications of microbiological research in academic, government and industrial settings.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable: none
8. Recommended Preparation, if applicable: none
9. Consent of Instructor, if applicable: yes
10. Exclusions, if applicable: none

11. Repetition for credit, if applicable: yes
12. S/U grading: Graded

Justification

1. Reasons for adding this course: Students in the Professional Science Master's in Microbial Systems Analysis need to be exposed to wide range of topics in the area of microbiology and learn how to use seminars as a venue for professional development.
2. Academic merit:
Students will attend 12 seminars that cover current topics in microbiology research including research during the course of one semester and submit a summary of each seminar to the instructor for evaluation.
3. Overlapping courses: none
4. Number of students expected: 12
5. Number and size of sections: 1 section of 12 students
6. Effects on other departments: none
7. Staffing: Joerg Graf
8. Dates approved by
Department Curriculum Committee: April 8, 2015
Department Faculty: April 10, 2015
9. Name, Phone Number, and e-mail address of principal contact person: Joerg Graf, 486-9284, joerg.graf@uconn.edu

Syllabus

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

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

Frontiers in Microbiology Syllabus

Each student needs to select 12 talks to attend from a much larger listing, representing different topics in many different fields. If you know of seminars that you would like to attend you should contact me at least two days before the seminar and receive confirmation that it will qualify. When available, I provided the link to the calendar that shows you upcoming seminar. All of the seminars or seminar series listed below qualify. However, 4 of the 12 seminars must have a microbial focus.

- The 20-minute seminars given on Fridays by graduate students do not qualify.
- Any of the MCB departmental seminars qualify. These are on Tuesdays at 2:00 pm in BPB130. You can see them on the calendar at <http://mcb.uconn.edu/2015/01/14/mcb-tuesday-seminar-series-starts-january-20th/>
- Any of the Pathobiology seminars qualify. These are on Thursday at 11 am.
<http://www.patho.uconn.edu/>
- Any of the MBB seminars qualify. These are on Thursday at 12 pm.
http://mbb.uchc.edu/news/seminar_visit.html

Typically, I will not send out notices regarding specific seminars that are part of the three approved series. But if there are other seminars that qualify, I will let you know, so be alert for any messages from me. To receive credit and a passing grade for the class you must:

- Fill out the attached seminar report form for each talk you attend.
- Collect a portfolio of 12 reports.
- Email me the portfolio as one combined file. No hard copy accepted.
- The portfolio is due on the last day of classes of this semester.

Please note that you cannot attend the same seminar and receive credit for a different class.

Frontiers in Microbial Systems Analysis Seminar Report

Name of Student:

Title of Seminar:

Speaker:

Date:

What was the major conclusion of the presentation?

Three sentence summary of presentation:

One thing I learned that I did not know prior to the talk:

One question I would like to ask the speaker:

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 4/9/15
2. Department requesting this course: MCB
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

MCB 5672. Applied Bioinformatics

1 or 2 credits. Lecture with lab. By permission only.
Computational analysis of biological datasets. Lecture will cover background and theory. In the computer lab, sample data will be used to perform bioinformatics analysis. The course is taught as a series of modules with each focused on a different aspect.

Items Included in Catalog Listing

Obligatory Items

1. [Abbreviation](#) for Department, Program or [Subject Area](#): MCB
2. [Course Number](#): 5672
3. Course Title: **Applied Bioinformatics**
4. [Number of Credits](#) (use digits, "3" not "three"): 1 or 2
5. [Course Description](#) (second paragraph of catalog entry):
Computational analysis of biological datasets. Lecture will cover background and theory. In the computer lab, sample data will be used to perform bioinformatics analysis. The course is taught as a series of modules with each focused on a different aspect..
6. [Course Type](#), if appropriate:
x Lecture _x_ Laboratory _ Seminar _ Practicum

Optional Items

7. [Prerequisites](#): none
8. [Recommended Preparation](#): none
9. [Consent of Instructor](#): yes
10. [Exclusions](#), if applicable:
11. [Repetition for credit](#),: yes for different sections
12. [S/U grading](#): graded

Justification

1. **Reasons for adding this course:** Formal training in the theory and application of bioinformatics is essential for the adequate training of Professional Science Master's students in Applied Genomics and Microbial Systems Analysis. As technological advances are generating larger and larger amounts of data and more individual labs are generating their own data, bioinformatics training is becoming more important for students at the Master's level. Our feedback from employers, industry advisors and instructors indicates a need of bioinformatics training that can be best addressed in a modular format as this allows for different areas of specialization.

2. **Academic merit:** Bioinformatics is the computational analysis of biological data and in many cases involves handling large datasets, accessing databases, executing scripts and modifying code. The modular layout of this course allows us to provide introductory modules as well as advanced or specialized training. The course series will also be a key component of CLAS' Professional Science Master's programs in Applied Genomics and Microbial Systems Analysis. A modular format is necessary to allow for combinatorial sessions of basic procedures with specific, different application endpoints. Section 01 "Introduction of Applied Bioinformatics" will provide students a basic understanding of working in the Unix environment, executing scripts and working on servers. Each section of this course is a combination of lecture and laboratory. The number of credits for each module is determined by the number of lecture and laboratory hours. The equivalent of 14 lecture hours is considered to be a 1 credit course. Typically a one credit course will be taught over 2.5 or 3 days. If the course is offered during the regular semester it is offered on the weekends (Friday afternoon, Saturday and Sunday). If it is offered during the May term, winter or summer intersession a 1 credit class will be offered over 2.5 or 3 days or spread out over a week. Two credit courses will be scaled

3. **Overlapping courses:** none. While there are other bioinformatics courses being offered they are semester long course and not offered in the modular format and do not allow students to pick and choose specific areas to learn.

4. Number of students expected: 12

5. Number and size of sections:

- 01 Introduction to Applied Bioinformatics
- 02 Processing of Next Generation Sequencing Data
- 03 Introduction to Scripting
- 04 Phylogenetic analysis
- 05 Statistical Analysis using R
- 06 Sequence analyses and sequence databases

6. **Effects on other departments:** none

7. **Staffing**: The course will be overseen by Drs. Giardina, Gogarten, Graf and Klassen

8. **Dates approved** by

Department Curriculum Committee: April 8, 2015

Department Faculty: April 10, 2015

9. Name, Phone Number, and e-mail address of principal contact person: Joerg Graf, 486-9284, joerg.graf@uconn.edu

Syllabus

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

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

MCB5672-01: Introduction to Applied Bioinformatics

Dr. Jonathan Klassen - jonathan.klassen@uconn.edu

Course Description:

In this modular class students will be trained in using bioinformatics to analyze next generation sequencing data. Students will learn how to navigate the UNIX environment, execute program on servers, prepare sequence data for analysis, and assemble sequences using microbial genomes as an example.

Evaluation:

40% final exam, 30% homework assignments, 30% in class participation. You can expect the exams to include practical lab exercises.

Late penalties: Late assignments will lose 5% per day as a late penalty. Assignments will not be accepted 1 week following the due date, after which a grade of "0" will be assigned.

Attendance and Conduct: Because you are encouraged to use your peers and myself as resources to complete the course assignments, I require that you attend as many of the classes as possible. If you have to miss a class, please let me know in advance and recognize that you will still be responsible for completing that day's assignment on your own. All of your conduct in this course is governed by the established UConn Community Standards – see www.community.uconn.edu and/or ask me for further details.

Course Outline:

Section 1:

Intro to Unix Command line
Introduction to the server environment and job cueing
Introduction to file structure and permissions
Intro to grep
How to use ftp or equivalent to move data

Section 2:

How to modify qsub bash
Execute program on server
Overview of sequencing technologies

Section 3:

How to prepare sequence data for subsequent analyses
Adaptor trimming
Fastqc
Quality trimming

Section 4:

de novo assembly

Section 5:

Assessing Assembly quality

Take home final exam

NOTE: I list these topics as a rough outline, and reserve the right to switch topics based on class interest and comfort with the presented material.

Lab website: All lectures and assignments will be posted to the course website:

<http://wp.mcb5072-01.mcb.uconn.edu/>.

Bioinformatics server: Lab work can either be done on your personal computer or the server maintained by the UConn Bioinformatics Facility. You can register for a free account using this web form: <http://bioinformatics.uconn.edu/contact-us/>.

Office hours: I will not be holding formal office hours. Instead, please email me your questions, including "MCB3895" in the subject line so that they get sorted into the appropriate folder and don't get lost in my inbox abyss. I am also happy to meet with people personally, but please make arrangements beforehand so that I can budget my time appropriately.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

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

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

(Example. Replace with your copy when completing this proposal):

ENGL 5310. Old English

3 credits. Lecture. Open to graduate students in English and Medieval Studies, others with permission.

A study of the language and literature of pre-conquest England.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: **LING**
2. Course Number: **6610**
3. Course Title: **Methods in Experimental Syntax**
4. Number of Credits (use digits, "3" not "three"): **3**
5. Course Description (second paragraph of catalog entry): **An introduction to the design and analysis of experiments in syntax**
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable:
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable:
10. Exclusions, if applicable:
11. Repetition for credit, if applicable:
12. S/U grading:

Justification

1. Reasons for adding this course:

There is currently no course on experimental syntax methods in the graduate curriculum of the Linguistics department. A trial version of the course was taught as a special topics course in Spring 2014. There is growing interest in the field in experimental methods that are specific to syntax. The department would now like to add experimental syntax as a regular part of the graduate curriculum.

2. Academic merit:

This course will introduce students to the design and statistical analysis of experiments in syntactic theory. They will learn how to construct their own experiments, identify and avoid confounds, and analyze their own data. Students will complete several exercises in experimental design and analysis throughout the semester, ultimately working toward the construction of an experiment of their own.

3. Overlapping courses:

I know of no overlapping courses at UConn.

4. Number of students expected:

Approximately 10 per semester offered.

5. Number and size of sections:

One section.

6. Effects on other departments:

The course may attract graduate students who study sentence-level language phenomena in other departments, such as Psychology and Speech Language and Hearing Sciences. It may be of particular interest to students who are part of the IGERT program on Language Plasticity. The content does not overlap with any other courses at UConn (as far as I can tell), so I do not believe it will have any deleterious effects on other departments.

7. Staffing:

Prof. Jon Sprouse, Associate Professor, Linguistics

8. Dates approved by
Department Curriculum Committee:
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person:

Syllabus

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

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

LING 6610: Methods in Experimental Syntax

Lecture: M 1:30pm – 4:30pm

Location: Oak Hall 338

Instructor: **Jon Sprouse**

Department of Linguistics

Office: Oak Hall 368A

E-mail: jon.sprouse@uconn.edu

Telephone: 860.486.6864

Office hours: By appointment

Course Description:

This is a first course in experimental syntax. The goal is to teach you how to think about syntactic data like an experimentalist. The course will be a combination of nuts-and-bolts tutorials, high-level conceptual discussions, and hands-on experience. When the course is over, you should be well-prepared to design, deploy, and analyze your own acceptability judgment experiments, and to extend that knowledge to other experimental methods in linguistics and psycholinguistics. You should also be well-prepared to engage in cutting-edge debates about what (formal) experimental evidence can tell us about syntactic theory.

Lectures:

The primary content of this course will come from the lectures (and ensuing discussions). All of the lecture notes will be posted on HuskyCT.

Primary Readings:

The primary information will come from in-depth course slides and example R-code created by the instructor. The slides and R-code will be available on the course website prior to each week's class.

Supplementary Readings:

Field, A., Miles, J., and Field, Z. (2012). *Discovering Statistics Using R*. Sage.

Maxwell, S., and Delaney, H. (2004). *Designing Experiments and Analyzing Data*. Lawrence Erlbaum.

Course Requirements:

Experimental skillsets cannot be passively acquired. For the first 9 weeks or so, we will be constructing an experiment together as a class, and running it to collect some data for analysis. Each week you will be required to perform the next step in the experimental design (listed on HuskyCT). These will not be too difficult or time-consuming, but they are important steps toward building experimental competence. For a final project, you will propose a novel experiment that explores a new area of syntax, or extends one of the high-level topics discussed in class.

Course Schedule:

Part I – Experimental Design		
1/26	1	Experiments and Causation
2/02	2	Conditions and Items
2/09	3	Latin Squares and Pseudorandomization
2/16	4	Acceptability Judgment Tasks
2/23	5	Experiment Presentation and Data Formatting

Part II – Statistical Analysis		
3/02	7	Probability, Parameters, and Statistics
3/09	8	Introduction to null hypothesis testing
10/08	9	Independent Measures Randomization tests
3/23	10	Repeated Measures Randomization tests and Bootstrap tests
3/30	11	The t-statistic
4/06	12	Classic t-tests and ANOVAs
4/13	13	Multiple Comparisons
4/19	14	Linear Mixed Effects Models
4/26	15	Wrap-up and Spill-Over

You can find an up-to-date course schedule on HuskyCT, along with links to the lecture slides, R code, and assignments.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 4/14/15
2. Department requesting this course: LING
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

LING 6899. Directed Research in Linguistics

1-6 credits. Independent Study. With a change in content this course may be repeated to a maximum of 12 credits.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: LING
2. Course Number: 6899
3. Course Title: Directed Research in Linguistics
4. Number of Credits (use digits, "3" not "three"): 1-6
5. Course Description (second paragraph of catalog entry): -
6. Course Type, if appropriate:
Independent Study

Optional Items

7. Prerequisites, if applicable: none
8. Recommended Preparation, if applicable: none
9. Consent of Instructor, if applicable: yes
10. Exclusions, if applicable: none
11. Repetition for credit, if applicable:
12. S/U grading:

Justification

1. Reasons for adding this course: The department needs an additional number to 6799 for bookkeeping purposes. We would like to keep different kinds of independent studies separate.

2. Academic merit: This number will serve for more faculty-led independent studies, e.g., a reading group.
3. Overlapping courses: none.
4. Number of students expected: variable
5. Number and size of sections: variable
6. Effects on other departments: none
7. Staffing: all faculty
8. Dates approved by
Department Curriculum Committee: 1/25/2011
Department Faculty: 1/25/2011
9. Name, Phone Number, and e-mail address of principal contact person: Jon Gajewski

Syllabus

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

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

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: 4/20/15
2. Department requesting this course: Journalism
3. Nature of Proposed Change: Deleting unnecessary language
4. [Effective Date](#) (semester, year): Fall, 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

3050. Professional Seminar

Three credits. Three hours. Prerequisite: JOUR 2000W, which may be taken concurrently. (Also available for one credit. Two hours. No prerequisite.) May be repeated once for a maximum total of four credits.

Journalists discuss the economic, technological, sociological and ethical issues that challenge their profession.

Proposed Catalog Copy

3050. Professional Seminar

Three credits. Three hours. Prerequisite: JOUR 2000W, which may be taken concurrently

Journalists discuss the economic, technological, sociological and ethical issues that challenge their profession.

Justification

1. [Reasons for changing this course](#): Language is not needed
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 Effect

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 4/13/15
Department Faculty: 4/13/15
2. Name, Phone Number, and e-mail address of principal contact person:

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Drop an Existing Course

Last revised: September 24, 2003

1. Date: **4/4/2015**
2. Department: **MARN**
3. Effective Date (semester, year): **Fall 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

MARN5013(4) Instructor Consent Required
Marine Systems Ecology
Effects of biotic and abiotic parameters on the
structure and function of marine ecosystems.
Techniques for the analysis of energetics,
nutrient cycles, and trophic characteristics in
both theoretical and applied problems. Field
trips are required. Components: Laboratory,
Lecture
Remove this from the catalog

Justification

1. **Reasons for dropping this course:** This course has not been taught and there are not plans to offer this in the future. To avoid confusion for our students, we want to make our graduate program listings reflect courses that are offered.
2. Other departments consulted:
3. **Effects on other departments:** None
4. Effects on regional campuses: None
5. **Dates approved by**
Department Curriculum Committee: **4/24/2015**
Department Faculty: **4/24/2015**
6. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Drop an Existing Course

Last revised: September 24, 2003

1. Date: **4/4/2015**
2. Department: **MARN**
3. Effective Date (semester, year): **Fall 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

MARN5020(3 Credits) Marine Bioorganic
Chemistry

Overview of the molecular basis of metabolic
and bioenergetic pathways and processes with
emphasis on life in the marine environment.

Synthesis of marine natural products.

Laboratory demonstrations of selected
molecular and physiological techniques used
in oceanography. Components: Laboratory,
Lecture

Justification

1. **Reasons for dropping this course:** This course has not been taught and there are not plans to offer this in the future. To avoid confusion for our students, we want to make our graduate program listings reflect courses that are offered.
2. Other departments consulted:
3. **Effects on other departments:** None
4. Effects on regional campuses: None
5. **Dates approved by**
Department Curriculum Committee: **4/24/2015**
Department Faculty: **4/24/2015**
6. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

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: **4/4/2015**
2. Department requesting this course: **MARN**
3. Nature of Proposed Change: **Change the title and description**

4. **Effective Date** (semester, year): **Fall 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

MARN5830(3 Credits)Instructor Consent Required

Seminar in Chemical Oceanography

Readings and discussions of current literature in chemical oceanography. For graduate and advanced students in oceanography or related fields. Components:Lecture

Change title and description to "Seminar in Oceanography" to be taught under different topics and faculty every semester.

Proposed Catalog Copy

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

MARN5830. Seminar in Oceanography

2 Credits. Readings and discussions of current literature in oceanography. Topics vary each semester following:

Biological (Fall, odd years), Chemical (Spring, even years), Physical (Fall, even years), Geological (Spring, odd years).

May be repeated for credit. Components: Seminar

Justification

1. **Reasons for changing this course:** This course is being broadened from Chemical Oceanography to Oceanography and a basic schedule to cover each subdiscipline is specified for course planning purposes.
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:** **Faculty**

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: [4/24/2015](#)
Department Faculty: [4/24/2015](#)
2. Name, Phone Number, and e-mail address of principal contact person:
[Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu](#)

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: **4/15/2015**
2. Department requesting this course: **MARN**
3. Nature of Proposed Change: **Change course number and description to be consistent with CLAS C&C policy**
4. **Effective Date** (semester, year): **Fall 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

MARN 5898 – Special Topics in Marine Sciences

Proposed Catalog Copy

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

MARN 5895 – Special Topics in Marine Sciences

1-6 credits. With a change in content, may be repeated for credit.

Justification

1. **Reasons for changing this course:** **Wrong number scheme was used.**
2. Effect on Department's curriculum:
3. Other departments consulted:
4. **Effects on other departments:** **None**
5. Effects on regional campuses: **Avery Point campus**
6. **Staffing:**

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action

Request)

- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: [4/24/2015](#)
Department Faculty: [4/24/2015](#)
2. Name, Phone Number, and e-mail address of principal contact person:

[Heidi Dierssen](#), 860-405-9239, heidi.dierssen@uconn.edu

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: **4/15/2015**
2. Department requesting this course: **MARN**
3. Nature of Proposed Change: **Change course number and description to be consistent with CLAS C&C policy**
4. **Effective Date** (semester, year): **Fall 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

MARN 5895 – Independent Study.

A reading course for those wishing to pursue special work in marine sciences. It may also be elected by undergraduate students preparing to be candidates for degrees with distinction. Designate the field of special interest by use of the appropriate section symbol.

Proposed Catalog Copy

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

MARN 5899 – Independent Study in Marine Sciences

1-6 credits. Independent study under the direction of a faculty member. With a change in content or instructor, may be repeated for credit.

Justification

1. **Reasons for changing this course:** **Wrong number scheme was used. Updated the course description.**
2. Effect on Department's curriculum:
3. Other departments consulted:
4. **Effects on other departments:** **None**
5. Effects on regional campuses: **Avery Point campus**
6. **Staffing:**

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: [4/24/2015](#)
Department Faculty: [4/24/2015](#)
2. Name, Phone Number, and e-mail address of principal contact person:

[Heidi Dierssen](#), 860-405-9239, heidi.dierssen@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 4/15/2015
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered:

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

MARN 6088 – Variable Topics in Marine Sciences
1-6 credits. With a change in content, may be repeated for credit.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MARN
2. Course Number: 6088
3. Course Title:
4. Number of Credits (use digits, "3" not "three"): 1-6
5. Course Description (second paragraph of catalog entry):
Variable topics course.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable:
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable: Instructor consent required.
10. Exclusions, if applicable:
11. Repetition for credit, if applicable: With a change in content, may be repeated for credit.
12. S/U grading:

Justification

1. Reasons for adding this course: No variable topics course listing.

2. **Academic merit:** A variable topics number provides a stable framework for content that changes. A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

3. **Overlapping courses:**

4. Number of students expected:

5. Number and size of sections:

6. **Effects on other departments:** None

7. **Staffing:** Faculty

8. **Dates approved** by

Department Curriculum Committee:

Department Faculty: 4/24/2015

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

Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

Syllabus

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

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 4/15/2015
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered:

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

MARN 6098 – Variable Topics in Molecular Ecology and Evolution of Marine Organisms
1-6 credits. With a change in content, may be repeated for credit.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MARN
2. Course Number: 6098
3. Course Title:
4. Number of Credits (use digits, "3" not "three"): 1-6
5. Course Description (second paragraph of catalog entry):
Variable topics course.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable:
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable: Instructor consent required.
10. Exclusions, if applicable:
11. Repetition for credit, if applicable: With a change in content, may be repeated for credit.
12. S/U grading:

Justification

1. Reasons for adding this course: No variable topics course listing.

2. **Academic merit:** A variable topics number provides a stable framework for content that changes. A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

3. **Overlapping courses:**

4. Number of students expected:

5. Number and size of sections:

6. **Effects on other departments:** None

7. **Staffing:** Faculty

8. **Dates approved by**

Department Curriculum Committee: 4/24/2015

Department Faculty: 4/24/2015

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

Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

Syllabus

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

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 4/15/2015
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered:

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

MARN 6188 – Variable Topics in Coastal Ocean Physics
1-6 credits. With a change in content, may be repeated for credit.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MARN
2. Course Number: 6188
3. Course Title:
4. Number of Credits (use digits, "3" not "three"): 1-6
5. Course Description (second paragraph of catalog entry):
Variable topics course.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable:
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable: Instructor consent required.
10. Exclusions, if applicable:
11. Repetition for credit, if applicable: With a change in content, may be repeated for credit.
12. S/U grading:

Justification

1. Reasons for adding this course: No variable topics course listing.

2. **Academic merit:** A variable topics number provides a stable framework for content that changes. A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

3. **Overlapping courses:**

4. Number of students expected:

5. Number and size of sections:

6. **Effects on other departments:** None

7. **Staffing:** Faculty

8. **Dates approved by**

Department Curriculum Committee: 4/24/2015

Department Faculty: 4/24/2015

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

Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

Syllabus

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

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 4/15/2015
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered:

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

MARN 6198 – Variable Topics in Ocean Optics
1-6 credits. With a change in content, may be repeated for credit.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MARN
2. Course Number: 6198
3. Course Title:
4. Number of Credits (use digits, "3" not "three"): 1-6
5. Course Description (second paragraph of catalog entry):
Variable topics course.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable:
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable: Instructor consent required.
10. Exclusions, if applicable:
11. Repetition for credit, if applicable: With a change in content, may be repeated for credit.
12. S/U grading:

Justification

1. Reasons for adding this course: No variable topics course listing.

2. **Academic merit:** A variable topics number provides a stable framework for content that changes. A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

3. **Overlapping courses:**

4. Number of students expected:

5. Number and size of sections:

6. **Effects on other departments:** None

7. **Staffing:** Faculty

8. **Dates approved by**

Department Curriculum Committee: 4/24/2015

Department Faculty: 4/24/2015

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

Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

Syllabus

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

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

University of Connecticut
Department Name Processing Form

Requester's Information:

Name (and title): James A. Green, Department Head
Department: Psychology
School/College: College of Libert Arts and Sciences
Phone: 860 486 3517 Email: James.Green@UConn.edu

If **adding/changing** a Department Name, please fill in the present Department abbreviation name:

Present Abbreviation: PSYC
Present Name: Psychology

Below, please fill in the new or revised Department information and requested activation date:

Revised Abbreviation: PSYC _____ (*4 characters*)
Revised Name: Psychological Sciences (*up to 30 characters*)
Activation Date: August 31, 2015

If **inactivating** a Department Name, please fill in the present Department abbreviation, name, and the inactivation date:

Present Abbreviation: PSYC
Present Name: Psychology
Inactivation Date: August 31, 2015

Approval Signatures:

Department Head Date

Dean Date

Provost's Office Date

Note: Enclose any supporting documentation regarding this request, such as meeting minutes from the School/College, indicating the approval of the requested change.

cc: Registrar
OIR

PROPOSAL for Department Name Change

From *Department of Psychology* to *Department of Psychological Sciences*

Background:

The Department of Psychology is the largest department in the College of Liberal Arts and Sciences, with 55 tenured or tenure track faculty at 4 campuses, approximately 1100 undergraduate majors, and 120 Ph.D. students in 7 different graduate fields of study. Faculty of the department are heavily involved in the Cognitive Science program of CLAS, in the Center for Health Intervention and Prevention, and in several interdisciplinary certification programs. Recent faculty hiring initiatives have significantly expanded the backgrounds of the faculty who comprise our department. Our faculty now include psychologists, cognitive scientists, neuroscientists, developmental scientists, social scientists, and several other related specialties. In order to better capture the inclusive nature of our faculty and to emphasize science as the means by which we seek to understand human behavior, the department wishes to change its name to the Department of Psychological Sciences.

Process:

The department began discussing the possibility of a name change in December of 2014. This discussion was carried from our Executive Committee (consisting of the 6 heads of our graduate divisions) to their respective faculty. A HuskyCT site was initiated in early February to allow further comments. On March 13th, an anonymous poll of tenured and tenure-track faculty was announced, with the poll to be open from March 30 to April 3. The results of that poll were as follows: 23 'Yes' and 12 'No' on the question of changing the department's name (20 faculty did not vote).

The Executive Committee of the department discussed the vote at a meeting on April 8th and voted to approve the name change. The vote was 4 in favor, 1 against, and 1 absent on the motion to change the name to the Department of Psychological Sciences.

The attached Department Name Change form is being submitted to the CLAS Committee on Curricula and Courses. The proposed date of change is August 31, 2015, the first day of classes of the Fall 2015 semester. If approved by CLAS and the Provost's Office, the registrar, OIRE, and the Graduate School will be sent copies of the name change form. The Graduate School has indicated that they wish to be informed of the date of the change and for appropriate catalog changes to be made in time for the 2016 catalog copy.

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: 4/22/2015
2. Department requesting this course: Sociology
3. Semester and year in which course will be first offered: Spring 2016

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

2275/W. Social Well-Being

Three Credits. Prerequisite: None.

The experience of well-being in society. Includes demographic correlates of well-being, connections to social situations, social interactions, social structures, and culture.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: SOCI
2. Course Number: 2275/W
3. Course Title: Social Well-Being
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):
The course explores the experience of individual well-being as it varies across, and is influenced by, various social factors. These range from micro-factors, such as social situations and interactions, to macro-factors, such as social institutions, social structure and culture. Specific social contexts include face-to-face interactions, family ties, employment, religion, and social class.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C": Writing
12. S/U grading:

Justification

1. Reasons for adding this course: There is currently no such course in any Department on campus, let alone Sociology specifically. It offers a difference perspective on sociology than the traditional social-problem focus of most sociology courses.
2. Academic merit: It fits with many students' academic interests, and it represents a burgeoning trend in the field to focus not just on social problems but also on positive aspects of social life. Similar courses are offered at other prestigious universities such as Emory.
3. Overlapping courses and departments consulted: Within sociology, there is minimal overlap with existing courses. The closest other course is the recently-approved course Soci 2771: Social Construction of Happiness. This course, however, focuses more narrowly on emotion of happiness, and it links it to larger historical and spiritual traditions. Across other departments, we consulted with philosophy, economics, and psychology, and they had no objections to it.
4. Number of students expected: We anticipate offering the course to large, lecture sections. N=200+ per offering. We also anticipate offering the course as a Writing class (N=19).
5. Number and size of sections: Ideally, 1 large lecture section per year. 1 Writing sections per year.
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Faculty for large, lecture classes. A combination of faculty, adjuncts, faculty in residence, and graduate students for smaller classes.

General Education

If the course is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)
- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by
Department Curriculum Committee: February 25, 2015

Department Faculty: March 2, 2015

2. Name, Phone Number, and e-mail address of principal contact person: Bradley Wright, 860.486.3771, Bradley.wright@uconn.edu

Syllabus

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

Soci 2275: Social Well-Being Fall 2016

Brad Wright

311 Manchester Hall

Bradley.wright@uconn.edu

This class will examine the socially-embedded facets of well-being. We will cover issues such as: What is well-being? Who has high levels of it? How is it related to social situations? To social interactions? To social institutions? The student will end the class with a better sense of how well-being is experienced.

Readings

The articles below will be made available.

Students also need to buy an iClicker2

Grading

Students will have in-class quizzes using i-clickers every class period, based on the readings for that day as well as other materials. These quizzes will be graded 0 to 1, and students can drop their eight worst quiz-question grades at the end of the semester. Each class usually has multiple quiz questions.

These eight quiz-question drops cover excused absences such as illness, family emergencies, and religious holidays. They also cover clicker malfunctions, forgetting to bring your clicker to class, enrolling in the class late, or being hung-over because UConn won another national championship the night before. If you miss nine or more quiz-questions due to excused absences, let me know, and we'll work something out. Note: This is not the same as missing nine quiz-questions, some of which are excused misses. Arriving to class after the in-class quizzes have been given counts as missing them. No make-ups are provided.

The course grade will be based on the in-class quizzes, midterm, and final, each comprising the total grade.

Schedule

Week 1: Socially-embedded well-being

- Keyes, Corey L.M. 2009. "Toward a science of mental health." Chapter 9 in *The Oxford Handbook of Positive Psychology*, edited by Shane J. Lopez and C.R. Snyder. Oxford: Oxford University Press.
- Baumeister, Roy et al. 2013. "Some key differences between a happy life and a meaningful life." *Journal of Positive Psychology* 8: 505-516.
- Veenhoven, Ruut. 2006. "Unseen happiness: Why sociologists fail to acknowledge findings on this matter." *Presentation at the 16th World Congress of Sociology*

Week 2: The many benefits of well-being

- Keyes, Corey L. M. and Eduardo J. Simoes. 2012. "To flourish or not: Level of positive mental health predicts ten-year all-cause mortality." *American Journal of Public Health*. 102(11): 2164–2172.
- Park, Nansook. 2004. "The role of subjective well-being in positive youth development." *The ANNALS of the American Academy of Political and Social Science* 591: 25-39.

Week 3: Demographic characteristics

- Blanchflower, David G. and Andrew J. Oswald. 2008. "Is well-being U-shaped over the life cycle?" *Social Science & Medicine* 66: 1733-1749.
- Inglehart, Ronald. 2002. "Gender, aging, and subjective well-being." *International Journal of Comparative Sociology* 43: 391-408

Week 4: Love

- Fehr, Beverly and Susan Sprecher. 2009. "Compassionate love: Conceptual, measurement, and relational issues." Chapter 2 in *The Science of Compassionate Love: Theory, Research, and Applications*.
- Kim, Jungsik and Elaine Hatfield. 2004. "Love types and subjective well-being: A cross-cultural study." *Social Behavior and Personality* 32: 173-182.

Week 5: Altruism: Helping ourselves by helping others

- Kahana, Eva et al. 2013. "Altruism, helping, and volunteering: Pathways to well-being in late life." *Journal of Aging and Health* 25: 159-187
- Stavrova, Olga, Thomas Schlosser, and Detlef Fetchenhauer. 2013. "Are virtuous people happy all around the world?" *Personality and Social Psychology Bulletin* 39: 927-942.

Week 6: Forgiveness and gratitude

- McCullough, Michael E. 2000. "Forgiveness as human strength: Theory, measurement, and links to well-being." *J. of Social and Clinical Psychology* 19(1): 43-55.
- Emmons, Robert A. and Michael E. McCullough. 2003. "Counting blessings vs. burdens. An empirical investigation of gratitude and subjective well-being in daily life." *Journal of Personality and Social Psychology* 84(2): 377-389.

Week 7. Interpersonal communication: What do people really mean?

- Goffman, Ervin. 1959. *The Presentation of Self in Everyday Life* (excerpt)
- Pease, Barbara and Allan Pease. 2008. *The Definitive Book of Body Language* (excerpt)

Week 8: The family

- Williams, Kristi. 2003. "A contemporary examination of gender, marriage, and psychological well-being." *Journal of Health and Social Behavior* 44: 470-487.
- Ryan, Andrea Kay and Fern Willits. 2007. "Family ties, physical health, and psychological well-being." *Journal of Aging and Health* 19: 907-920.

Week 9: Social ties

- Helliwell, John F. Robert D. Putnam. "The social context of well-being." *Philosophical Transactions of the Royal Society B*. 359: 1435-1446.

- Granovetter, Mark. 1973. "The strength of weak ties." *American Journal of Sociology* 78: 1360-1380.

Week 10: Social class & money

- Kahneman, Daniel and Angus Deaton. 2010. "High income improves evaluation of life but not emotional well-being." *PNAS* 38: 16489-16493.
- Dunn, Elizabeth W., Daniel T. Gilbert, and Timothy D. Wilson. 2011. "If money doesn't make you happy, then you probably aren't spending it right." *Journal of Consumer Psychology* 21: 115-125.

Week 11. Employment: What is good work and how to find it

- Page, Kathryn and Dianne Vella-Brodrick. 2009. The 'What', 'Why' and 'How' of Employee Well-Being: A New Model." *Social Indicators Research* 90: 441-458.
- Wrzesniewski, A. 2003. "Finding positive meaning in work." *Positive Organizational Scholarship*.

Week 12: Religion & spirituality

- Falb, Melissa D., and Kenneth I. Pargament. "Religion, Spirituality, and Positive Psychology: Strengthening Well-Being." *Perspectives on the Intersection of Multiculturalism and Positive Psychology*. Springer Netherlands, 2014. 143-157.
- Ellison, Christopher and Jeffrey Levin. 1998. "The Religion-Health Connection." *Health Education & Behavior* 25(6): 700-720

Week 13: Biology and Modern Society: The Exploited Hunter-Gatherer

- Excerpt from Barry Glassner's (2010) *Culture of Fear* (excerpt)
- Morin, Christopher. 2011. Soc 48:131-135. *Neuromarketing: The new science of consumer behavior*

Week 14: Across Cultures

- Uchida, Yukiko, Vinai Norasakkunkit, and Shinobu Kitayama. 2004. "Cultural constructions of happiness." *Journal of Happiness Studies* 5: 223-239.
- Bonini, Astra. 2008. "Cross-national variation in life satisfaction." *Social Indicators Research* 87: 223:236.

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: 4/23/2015
2. Department requesting this course: Statistics
3. Nature of Proposed Change: eliminate the possibility of a less advanced course taken after a more advanced one
4. Effective Date (semester, year): earliest possible
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

3025Q. Statistical Methods (Calculus Level I)

Three credits each semester. Prerequisite: [MATH 1122](#) or [1132](#) or [1152](#). Students may not receive more than three credits from [STAT 3025](#) and [STAT 3345](#).

Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

Proposed Catalog Copy

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

3025Q. Statistical Methods (Calculus Level I)

Three credits each semester. Prerequisite: [MATH 1122](#) or [1132](#) or [1152](#). Students may not receive more than three credits from [STAT 3025](#) and [STAT 3345](#). Not open for credit to students who have passed STAT 3445.

Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

Justification

1. Reasons for changing this course: STAT 3445 and its prerequisite, STAT 3375, exhaust the material of STAT 3025 but at a significantly higher level. The change will disallow taking STAT 3025 after STAT 3445.
2. Effect on Department's curriculum: will clarify appropriate course sequences
3. Other departments consulted: In view of the Math-Stat major, Mathematics has been consulted and has agreed to the change.
4. Effects on other departments: none
5. Effects on regional campuses: none
6. Staffing:

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)
- b. Specify a CLAS area, A-E:
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by
Department Curriculum Committee: 4/23/2015
Department Faculty: 4/23/2015

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

Rick Vitale
860-486-2008, 860-930-9444 (cell)
r.vitale@uconn.edu

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: 4/23/2015
2. Department requesting this course: Statistics
3. Nature of Proposed Change: remove Q designation from STAT 3375Q
4. Effective Date (semester, year): earliest possible
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

3375Q. Introduction to Mathematical Statistics

Three credits. Prerequisite: [MATH 2110](#) or [2130](#). Students may not receive credit for both [STAT 3345](#) and [STAT 3375](#), or both [STAT 3375](#) and 5585.

The mathematical theory underlying statistical methods. Probability spaces, distributions in one and several dimensions, generating functions, limit theorems, sampling, parameter estimation. Neyman-Pearson theory of hypothesis testing, correlation, regression, analysis of variance.

Proposed Catalog Copy

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

3375. Introduction to Mathematical Statistics

Three credits. Prerequisite: [MATH 2110](#) or [2130](#). Students may not receive credit for both [STAT 3345](#) and [STAT 3375](#), or both [STAT 3375](#) and 5585.

The mathematical theory underlying statistical methods. Probability spaces, distributions in one and several dimensions, generating functions, limit theorems, sampling, parameter estimation. Neyman-Pearson theory of hypothesis testing, correlation, regression, analysis of variance.

Justification

1. Reasons for changing this course: Housekeeping, and rationalizing course offerings. As an upper-level course, STAT 3375 is not an effective option for satisfying the Q requirement inasmuch as its prerequisite MATH 2110Q together with that course's own prerequisite MATH 1132Q will have already served that purpose.
2. Effect on Department's curriculum: clarification
3. Other departments consulted: none
4. Effects on other departments: none
5. Effects on regional campuses: none
6. Staffing:

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)
- b. Specify a CLAS area, A-E:
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by
Department Curriculum Committee: 4/24/2015
Department Faculty: 4/24/21015
2. Name, Phone Number, and e-mail address of principal contact person:

Rick Vitale
860-486-2008, 860-930-9444 (cell)
r.vitale@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **April 16, 2015**
2. Department requesting this course: **ECON**
3. Nature of Proposed Change: **change in catalog description.**
4. [Effective Date](#) (semester, year):
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

ECON 6461. Industrial Organization. Three Credits. Lecture.
Prerequisite: ECON 6211.

Advanced treatment of material covered in ECON 381.

Proposed Catalog Copy

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

ECON 6461. Industrial Organization. Three Credits. Lecture.
Prerequisite: ECON 6211.

Advanced treatment of the behavior and performance of firms in imperfectly competitive markets. Topics include the theory of the firm and costly contracting; information and strategic behavior; and product differentiation.

Justification

1. [Reasons for changing this course](#): The existing catalog copy is non-descriptive and refers to an outdated course number.
2. Effect on Department's curriculum: None
3. Other departments consulted: N/A
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): Vicki Knoblauch

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: April 17, 2015
Department Faculty: April 24, 2015
2. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois (860) 486-3472 richard.langlois@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: **April 16, 2015**
2. Department requesting this course: **ECON**
3. Semester and year in which course will be first offered: **Spring 2016**

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

ECON 6462. The organization of Industry. Three Credits. Lecture.
Prerequisite: ECON 6211.

Advanced treatment of the behavior and performance of firms in imperfectly competitive markets. Topics include advertising, industrial R&D, and two-sided markets.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: ECON
2. **Course Number**: 6462
3. Course Title: The Organization of Industry
4. **Number of Credits** (use digits, "3" not "three"): 3
5. **Course Description** (second paragraph of catalog entry):

Advanced treatment of the behavior and performance of firms in imperfectly competitive markets. Topics include advertising, industrial R&D, and two-sided markets.

6. **Course Type**, if appropriate:
X_Lecture ___ Laboratory ___ Seminar ___ Practicum

Optional Items

7. **Prerequisites**, if applicable: ECON 6211
8. **Recommended Preparation**, if applicable:
9. **Consent of Instructor**, if applicable:
10. **Exclusions**, if applicable:

11. [Repetition for credit](#), if applicable:
12. [S/U grading](#):

Justification

1. [Reasons for adding this course](#): ECON has recently hired a second IO theorist, and having this course will allow us to deepen the curriculum for students wishing to pursue a Ph.D. field in IO. ECON 6463, The Economics of Organization, will no longer be routinely taught at the Ph.D. level, so this new course will provide the second course necessary for the IO field.
2. [Academic merit](#): Will allow us to provide students with a more complete survey of the IO field as well as more current research topics.
3. [Overlapping courses](#): There is slight (desired) overlap with ECON 6461, but the two courses are complementary. They may be taken in either order
4. Number of students expected: 6-10
5. Number and size of sections: 1 per year
6. [Effects on other departments](#): This course may be of benefit to graduate students in ARE, FNCE, and other departments.
7. [Staffing](#): Talia Bar
8. [Dates approved](#) by
Department Curriculum Committee: April 17, 2015
Department Faculty: April 24, 2015
9. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois (860) 486-3472
richard.langlois@uconn.edu

Syllabus

A [syllabus](#) for the new course must be attached to your submission email.

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.