

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

Agenda for meeting of October 13, 2015

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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 Preliminaries

Minutes of September 22, 2015 were approved by email vote on October 2, 2015.

B.S. subcommittee

Discussion of the composition of the B.S. subcommittee.

Higgins: 2000-levels, transfers

2 Old Proposals

2014-104 Add ANTH 2400 Analyzing Religion

[Full Materials](#)

Proposed Catalog Copy:

Senate wording:

ANTH 2400. Honors Core: Analyzing Religion.

Three credits. **Recommended for first-year and sophomore students in the Honors Program; open to all.***

An introduction to religion from interdisciplinary and cross-cultural perspectives. Theories, analytic frameworks, and critiques; religious orientations; components of religion; the science-and-religion debate. CA 4-INT.

*Or: Open only to Honors students, others with permission of instructor.

Approved CLAS CC&C wording:

ANTH 2400 Analyzing Religion

Three credits.

Honors course introducing the study of religion from an interdisciplinary perspective. Theories, analytic frameworks, and critiques. Components of religion, cross-culturally. Religious orientations. The science-and-religion debate. CA 2. CA 4-INT.

3 New Proposals

2015-091 Add CHIN 3275. Introduction to Chinese Linguistics

[Full Materials](#)

Proposed Catalog Copy:

CHIN 3275. Introduction to Chinese Linguistics

Three credits. Prerequisite: CHIN 1112. Introduction to Chinese phonetics, phonology,

morphology, syntax, writing system, and sociolinguistic aspects.

2015-092 Change MATH 1060Q. Precalculus (g)(s)

Full Materials

Current Catalog Copy:

MATH 1060Q. Precalculus

Three credits. Recommended preparation: MATH 1011Q or the equivalent, and a qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120, 1125Q, or 1131Q. Students may not receive credit for this course and MATH 1040Q.

Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and Trigonometric functions.

Proposed Catalog Copy:

MATH 1060Q. Precalculus

Three credits. Prerequisite: A qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120, 1125Q, or 1131Q. Students may not receive credit for this course and MATH 1040Q.

Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and Trigonometric functions.

Changes Highlighted:

MATH 1060Q. Precalculus

Three credits. ~~Recommended preparation: MATH 1011Q or the equivalent, and a~~ Prerequisite: A qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120, 1125Q, or 1131Q. Students may not receive credit for this course and MATH 1040Q.

Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and Trigonometric functions.

2015-093 Change Math Major

Full Materials

Current Catalog Copy:

The last sentence of the preamble to the math majors:

To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, or 3796W.

Proposed Catalog Copy:

The last sentence of the preamble to the math majors:

To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 2194W, 2710W, 2720W, 2794W, or 3796W.

Changes Highlighted:

The last sentence of the preamble to the math majors:

To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 2194W, 2710W, 2720W, 2794W, or 3796W.

2015-094 Change MATH 3160. Probability

Full Materials

Current Catalog Copy:

MATH 3160. Probability

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

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

Proposed Catalog Copy:

MATH 3160. Probability

Three credits. Prerequisite: MATH 2110Q, 2130Q or 2143Q.

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

Changes Highlighted:

MATH 3160. Probability

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

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

2015-095 Add MATH 2793. Foreign Study [Approved] (S)

[Full Materials](#)

Proposed Catalog Copy:

MATH 2793. Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793, 2793 and 3793 together).

2015-096 Change MATH 1793. Foreign Study (S)

[Full Materials](#)

Current Catalog Copy:

MATH 1793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793 and 3793 together).

Proposed Catalog Copy:

MATH 1793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793, 2793 and 3793 together).

Changes Highlighted:

MATH 1793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793, 2793 and 3793 together).

2015-097 Change MATH 3793. Foreign Study

[Full Materials](#)

Current Catalog Copy:

MATH 3793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793 and 3793 together).

Proposed Catalog Copy:

MATH 3793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793, 2793 and 3793 together).

Changes Highlighted:

MATH 3793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793, 2793 and 3793 together).

2015-098 Change Italian Literary and Cultural Studies Major

Full Materials

Current Catalog Copy:

Italian Literary and Cultural Studies

The major allows students to pursue a traditional concentration in Italian literary studies or a concentration in Italian cultural studies. Students who concentrate in Italian literary studies may take courses in Italian cultural studies in addition to their language and literature requirements. Those who concentrate in Italian cultural studies may also pursue relevant Italian literary studies.

(1: Literary Studies track)

Concentration in Italian Literary Studies

Students must complete a minimum of 8 courses (the equivalent of 24 credits) from the

following:

ILCS 3237, 3238, 3239, 3240, 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3253, 3254, 3259, 3261, 3262, 3270, 4279.

Education Abroad in Italy

Students can participate in a variety of UConn sponsored Education Abroad programs and also have the option of enrolling in non-sponsored programs. In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 12 credits taken in any Education Abroad program may count toward a major in Italian at this University.

Information Literacy

To satisfy the information literacy competency, all students must take ILCS 3255W, or 3258W, or 3260W.

Writing in the Major

To satisfy the writing in the major requirement, all students must take ILCS 3255W, or 3258W, or 3260W.

(2: Cultural Studies track)

Concentration in Italian Cultural Studies

Students must complete a minimum of eight courses (the equivalent of 24 credits):

Four 2000-level or above Italian courses from the following:

ILCS 3237, 3239, 3240, 3243, 3244, 3247, 3250, 3253, 3254, 3255W, 3256, 3528/W, 3259, 3260W, 3261, 3262, 3270, 4279.

Four courses from the following:

ARTH 3320, 3030, 3340, or MUSI 3421W; HIST 3325, 3370, 3463, 4994W.

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 1147.

Education Abroad in Italy

Students can participate in a variety of UConn sponsored Education Abroad programs and also have the option of enrolling in non-sponsored programs. In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students

who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 12 credits taken in any Education Abroad program may count toward a major in Italian at this University.

Information Literacy

To satisfy the information literacy competency, all students must take ILCS 3255W, or 3258W, or 3260W.

Writing in the Major

To satisfy the writing in the major requirement, all students must take ILCS 3255W, or 3258W, or 3260W.

Proposed Catalog Copy:

Italian Literary and Cultural Studies

The Italian major allows students to pursue a traditional concentration in Italian literary studies, but also allows them to take advanced coursework in Italian Language, Communication, and Cultural studies. (All 3000-level coursework on Italian cinema may also be counted towards the minor in Film Studies).

Italian courses comprise two main groups:

Group 1 (Literature): ILCS 3237, 3238, 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3253, 3254, 3255W, 3256, 3261, 3262, 3293, 3295, 3298, 4279.

Group 2 (Language, Communication, and Culture): 3239, 3240, 3255W, 3258/W, 3260W, 3270, 3293, 3295, 3298, 4279.

For the major in Italian, students must take 24 credits of ILCS courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. At least one composition course: ILCS 3239 or 3240 or 3293.

B. One introductory or literary survey course: ILCS 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3256, 3261, 3262, 3293, 3295, 3298.

C. Six additional courses taken from Groups 1 or 2 (which are not used to satisfy requirements A or B). No more than four of these six courses may be taken from the same group.

D. All majors must take one W course as part of the 24 required Italian credits. A second W course may be counted towards the major with the consent of the Advisor. (One W course taken outside of ILCS is also mandatory for all majors, as per UConn's university-wide W

course requirements)

E. 12 additional related credits are required in 2000, 3000 and 4000-level related courses from programs other than Italian. These may include:

- Courses in any modern or classical language.
- Any English, Linguistics, or Philosophy course.
- Any Communication Sciences course that is directly related to second language acquisition or the Italian/Italian-American communities.
- Any History, Political Science, Art History, Anthropology, Sociology, Economics, or Geography course that deals with Italy, Italians, or Italian-Americans.
- Any course that does not meet these specific requirements should be approved by the advisor.

-
F. Education Abroad in Italy

Students are strongly encouraged to participate in a variety of UConn-sponsored Education Abroad programs (and also have the option of enrolling in non-sponsored programs). In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 12 credits taken in any study abroad program may count toward a major in Italian at this University.

In addition, the following rules apply:

- A minimum of 12 of the major credits must consist of Italian courses taken in residence. Up to 12 credits may be met by ILCS 3293, with the consent of the advisor. Only 6 may be transfer credits.
- UConn's Early College Experience courses may be counted towards the major.
- A single course cannot satisfy more than one requirement.

2015-099 Change Italian Literary and Cultural Studies Minor

Full Materials

Current Catalog Copy:

(1: Literary Studies track)

Italian Literary Studies

This minor requires the completion of 18 credits in 2000-level or above courses. All of the courses listed below require ILCS 1145, 1146, 1147, 1148, or the equivalent, as prerequisites, but these language courses do not count toward the minor.

Students must complete a minimum of 6 courses (the equivalent of 18 credits) to be chosen among the following: ILCS 3237, 3238, 3239, 3240, 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3253, 3254, 3259, 3261, 3262, 3270, 4279.

The minor is offered by the Literatures, Cultures, and Languages Department.

(2: Cultural Studies Track)

Italian Cultural Studies

Students electing this minor must complete 18 credits from the following:

Three courses in Italian Literature and/or cinema in English: ILCS 3255W, 3256, 3258/W, 3260W. ILCS 3239, 3240, 3247, 3270 and 4279 may also count.

Three courses to be chosen from the following: HIST 3325, 3370, 3460, 3463, 4994W; or ARTH 3320W or 3340W

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 1147.

The minor is offered by the Department of Literatures, Cultures, and Languages.

Proposed Catalog Copy:

Italian Literary and Cultural Studies

The minor allows students to pursue a traditional concentration in Italian literary studies, but also allows them to take advanced coursework in Italian Language, Communication, and Cultural studies. (All 3000-level coursework on Italian cinema may also be counted towards the minor in Film Studies).

Italian courses comprise two main groups:

Group 1 (Literature): ILCS 3237, 3238, 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3253, 3254, 3255W, 3256, 3261, 3262, 3293, 3295, 3298, 4279.

Group 2 (Language, Communication, and Culture): 3239, 3240, 3255W, 3258/W, 3260W, 3270, 3293, 3295, 3298, 4279.

For the minor in Italian, students must take 18 credits of ILCS courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. At least one composition course (ILCS 3239 or 3240 or 3293):

B. One introductory or literary survey course (ILCS 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3256, 3261, 3262, 3293, 3295, 3298):

C. Four courses taken from Groups 1 or 2 (which are not used to satisfy requirements A or B). No more than three of these four courses may be taken from the same group:

D. Only one W course may be counted as part of the 18 required Italian credits for the minor.

E. Education Abroad in Italy

Students are strongly encouraged to participate in a variety of UConn-sponsored Education Abroad programs (and also have the option of enrolling in non-sponsored programs). In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 6 credits taken in any study abroad program may count toward a minor in Italian at this University.

-

In addition, the following rules apply:

- A minimum of 12 of the minor credits must consist of Italian courses taken in residence. Up to 6 credits may be met by ILCS 3293, with the consent of the advisor.
- UConn's Early College Experience courses may be counted towards the minor.
- A single course cannot satisfy more than one requirement.

2015-100 Change Gerontology Minor

Full Materials

Current Catalog Copy:

Specialized training in aging is available through this minor. The minor offers students preparing for careers in aging the opportunity to pursue a formally recognized program of studying gerontology. The 18-credit minor consists of both course work and field experiences working in community settings serving older adults.

Course Requirements

1. Three required courses (Nine credits): HDFS 2200, 3240, 3249
2. One course (three credits) from the following: HDFS 3252, 3510, 3530; AH 3203
3. Six credits in HDFS 3080: Fieldwork in Community Settings Working with Older Adults
Six credits of fieldwork with older adults may consist of either two 3-credit field experiences

during different semesters or one 6-credit field experience.

The minor is administered under the auspices of the Center on Aging. Students should contact the Department of Human Development and Family Studies.

Proposed Catalog Copy:

Specialized training in aging is available through this minor. The minor offers students preparing for careers in aging the opportunity to pursue a formally recognized program of studying gerontology. The 15-credit minor consists of course work and field experiences working in community settings serving older adults.

Course Requirements

1. Two of the following three courses (Six credits): HDFS 2200, 3240, 3249
 2. Three courses (Nine credits) from the following: HDFS 2200*, 3080**, 3092**, 3098, 3240*, 3249*, 3252, 3510, 3530, 4099**; AH 3203; PSYC 3105
- *Any course listed above under required (item 1) and not used to fulfill the required courses may be taken as an elective (item 2).
**Only 3 credits from each of these courses may count toward the 9 elective credits.

The minor is administered by the Department of Human Development and Family Studies.

Changes Highlighted:

Specialized training in aging is available through this minor. The minor offers students preparing for careers in aging the opportunity to pursue a formally recognized program of studying gerontology. The ~~18-credit~~15-credit minor consists of ~~both~~ course work and field experiences working in community settings serving older adults.

Course Requirements

1. ~~Three required courses (Nine~~Two of the following three courses (Six credits): HDFS 2200, 3240, 3249
 2. ~~One course (three~~Three courses (Nine credits) from the following: HDFS 2200*, 3080**, 3092**, 3098, 3240*, 3249*, 3252, 3510, 3530, 4099**; AH 3203; PSYC 3105
 3. ~~Six credits in HDFS 3080: Fieldwork in Community Settings Working with Older Adults~~
~~Six credits of fieldwork with older adults may consist of either two 3-credit field experiences during different semesters or one 6-credit field experience~~
- *Any course listed above under required (item 1) and not used to fulfill the required courses may be taken as an elective (item 2).
**Only 3 credits from each of these courses may count toward the 9 elective credits.

The minor is administered ~~under the auspices of the Center on Aging.~~ ~~Students should contact by~~ the Department of Human Development and Family Studies.

2015-101 Change HDFS Major

Full Materials

Current Catalog Copy:

Students in the Human Development and Family Studies major must complete the following requirements: HDFS 1070; PSYC 1100, 1103 (or 1101); SOCI 1001 or HDFS 1060; and STAT 1000Q or STAT 1100Q (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of HDFS 2004W and one of the following HDFS 4007W, 4087W or 4181W.

The major in Human Development and Family Studies requires 46 credits at the 2000-level or above including 34 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: HDFS 2001, 2004W, 2100, 2200, 2300 and one of the following 4007W, 4087W or 4181W.

This major must include the completion of one of the following courses: HDFS 3520, 3530, 3540, 3550.

This major also must include at least 12 credits from the following courses. HDFS 3042, 3083*, 3087, 3092**, 3095, 3098, 3101, 3102, 3103, 3110, 3120, 3122, 3123, 3125, 3240, 3249, 3250, 3252, 3261, 3268, 3277, 3310, 3311, 3319, 3340, 3341, 3342, 3343, 3420, 3421, 3423, 3430, 3431, 3433, 3442, 3473, 3510, 3520, 3530, 3540, 3550, 4004, 4097, 4255. These 12 credits may include elections from among the four courses listed above (HDFS 3520, 3530, 3540, 3550), if not applied to satisfaction of the foregoing requirement.

* No more than 6 credits can be counted toward the 12 selected credits.

** No more than 3 credits can be counted toward the 12 selected credits.

Proposed Catalog Copy:

Students in the Human Development and Family Studies major must complete the following requirements: HDFS 1070; PSYC 1100, 1103 (or 1101); SOCI 1001 or HDFS 1060; and STAT 1000Q or STAT 1100Q (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of HDFS 2004W and one of the following: HDFS 3311/W, 3540/W, 4007W, 4087W, or 4181W.

The major in Human Development and Family Studies requires 43 credits at the 2000-level or above including 31 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: HDFS 2001, 2004W, 2100, 2200, and 2300.

This major must include the completion of one of the following courses: HDFS 3520, 3530, 3540, 3550.

This major must include completion of one of the following courses as a second W: 3311/W, 3540/W, 4007W, 4087W, or 4181W.

This major also must include at least 12 credits from the following courses. HDFS 3042, 3083*, 3092**, 3095, 3098, 3101, 3102, 3103, 3110, 3120, 3122, 3123, 3125, 3240, 3249, 3250, 3252, 3261, 3268, 3277, 3310, 3311/W, 3319, 3340, 3341, 3342, 3343, 3420, 3421, 3423, 3430, 3431, 3433, 3442, 3473, 3510, 3520, 3530, 3540/W, 3550, 4004, 4007W, 4255. These 12 credits may include elections from among HDFS 3520, 3530, 3540/W, 3550 if not applied to satisfaction of the Policy requirement.

No more than 6 credits can be counted toward the 12 selected credits.

* No more than 3 credits can be counted toward the 12 selected credits.

Changes Highlighted:

Students in the Human Development and Family Studies major must complete the following requirements: HDFS 1070; PSYC 1100, 1103 (or 1101); SOCI 1001 or HDFS 1060; and STAT 1000Q or STAT 1100Q (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of HDFS 2004W and one of the following ~~HDFS~~: HDFS 3311/W, 3540/W, 4007W, 4087W, or 4181W.

The major in Human Development and Family Studies requires ~~46~~43 credits at the 2000-level or above including ~~34~~31 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: HDFS 2001, 2004W, 2100, 2200, ~~2300 and one of the following 4007W, 4087W or 4181W.~~ and 2300.

This major must include the completion of one of the following courses: HDFS 3520, 3530, 3540, 3550.

This major must include completion of one of the following courses as a second W: 3311/W, 3540/W, 4007W, 4087W, or 4181W.

This major also must include at least 12 credits from the following courses. HDFS 3042, 3083*, ~~3087~~, 3092**, 3095, 3098, 3101, 3102, 3103, 3110, 3120, 3122, 3123, 3125, 3240, 3249, 3250, 3252, 3261, 3268, 3277, 3310, 3311/W, 3319, 3340, 3341, 3342, 3343, 3420, 3421, 3423, 3430, 3431, 3433, 3442, 3473, 3510, 3520, 3530, 3540/W, 3550, 4004, ~~4097~~4007W, 4255. These 12 credits may include elections from among ~~the four courses listed above~~ (HDFS 3520, 3530, 3540/W, 3550); if not applied to satisfaction of the ~~foregoing~~ Policy requirement.

No more than 6 credits can be counted toward the 12 selected credits.

* No more than 3 credits can be counted toward the 12 selected credits.

2015-102 Change Psychology Major

Full Materials

Current Catalog Copy:

Psychology

Course descriptions

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 1102, 1107, or 1108; ANTH 1006 or 2000; and SOCI 1001. If at all possible, majors should take STAT 1100Q (or 1000Q) by their third semester.

A maximum of seven 2000-level or above transfer credits in Psychology may count toward the major upon approval of the Transfer Coordinator in Psychology.

Up to three credits of PSYC 3889 or 3899 can be used, and PSYC 3880 cannot be used.

All Psychology majors are required to take two introductory-level psychology courses - General Psychology I (PSYC 1100) and either General Psychology II (1101) or General Psychology II (Enhanced) (1103) - followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

- Foundation
 - PSYC 2100Q or 2100WQ.
- Area I: Social, Developmental, Clinical, & Industrial/Organizational
 - PSYC 2300 or 2300W, 2301, 2400, 2600, 2700.
- Area II: (Experimental & Behavioral Neuroscience)
 - PSYC 2200, 2500, 2501, 3201, 3500, 3501.
- Area III: Cross Area (I and II)
 - PSYC 2110, 2201, 3100 or 3100W, 3102, 3105, 3400, 3601 or 3601W.
- Area IV: Advanced & Specialty Lecture Courses (includes Area III courses except for PSYC 3100 and 3100W)
 - PSYC 2101, 2110, 2201, 2701, 3101, 3102, 3103, 3104, 3105, 3106 or 3106W, 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3400, 3402W, 3470 or 3470W, 3502, 3600 or 3600W, 3601 or 3601W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885.
- Laboratory Courses
 - PSYC 3150, 3250 or 3250W, 3251 or 3251W, 3252, 3253, 3350W, 3450W, 3550W, 3551W, 3552, 3750 or 3750W.
- Research
 - PSYC 3889, 3899, 4197W.

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Tracks

After completing PSYC 1100 and 1101 (or 1103), students must select one of our tracks for their major:

1. Bachelor of Arts: Standard
2. Bachelor of Science: Standard
3. Bachelor of Arts: Research Concentration
4. Bachelor of Science: Research Concentration
5. Bachelor of Arts: Honors
6. Bachelor of Science: Honors

The requirements for each of these tracks are as follows:

- B.A./B.S.: Standard
- B.A./B.S.: Research

- B.A./B.S.: Honors

Bachelor of Arts: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 3100(Persuasion), EPSY 3010 (Educational Psychology), and HDFS 2100 (Human Development: Infancy through Adolescence) may not be used.

Computer Technology

To satisfy the computer technology competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in computer technology include PSYC 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

Information Literacy

To satisfy the information literacy competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in information literacy include PSYC 1100, 1103, 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

Writing in the Major

To satisfy the writing in the major requirement, all students must pass PSYC 2100WQ. Other courses that will further help students develop writing skills in psychological science are PSYC 2300W, 3100W, 3106W, 3200W, 3250W, 3251W, 3300W, 3350W, 3402W, 3450W, 3470W, 3550W, 3551W, 3600W, 3670W, 3750W, 3770W, and 4197W. For students who have taken PSYC 2100Q rather than 2100WQ, any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in Psychology. A minor in Neuroscience is offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the Minors section.

Psychology also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under Linguistics.

Proposed Catalog Copy:

Psychological Sciences

Course descriptions

The Department of Psychological Sciences recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 1102, 1107, or 1108; ANTH 1006 or 2000; and SOCI 1001. If at all possible, majors should take STAT 1100Q (or 1000Q) by their third semester.

A maximum of seven 2000-level or above transfer credits in psychology may count toward the major upon approval of the Transfer Coordinator in the Department of Psychological Sciences.

Up to three credits of PSYC 3889 or 3899 can be used, and PSYC 3880 cannot be used.

All Department of Psychological Sciences majors are required to take two introductory-level psychology courses - General Psychology I (PSYC 1100) and either General Psychology II (1101) or General Psychology II (Enhanced) (1103) - followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

- Foundation
 - PSYC 2100Q or 2100WQ.
- Area I: Social, Developmental, Clinical, & Industrial/Organizational
 - PSYC 2300 or 2300W, 2301, 2400, 2600, 2700.
- Area II: (Experimental & Behavioral Neuroscience)
 - PSYC 2200, 2500, 2501, 3201, 3500, 3501.
- Area III: Cross Area (I and II)
 - PSYC 2110, 2201, 3100 or 3100W, 3102, 3105, 3400, 3601 or 3601W.
- Area IV: Advanced & Specialty Lecture Courses (includes Area III courses except for PSYC 3100 and 3100W)
 - PSYC 2101, 2110, 2201, 2701, 3101, 3102, 3103, 3104, 3105, 3106 or 3106W, 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3400, 3402W, 3470 or 3470W, 3502, 3600 or 3600W, 3601 or 3601W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885.
- Laboratory Courses

- PSYC 3150, 3250 or 3250W, 3251 or 3251W, 3252, 3253, 3350W, 3450W, 3550W, 3551W, 3552, 3750 or 3750W.

- Research

- PSYC 3889, 3899, 4197W.

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Tracks

After completing PSYC 1100 and 1101 (or 1103), students must select one of our tracks for their major:

1. Bachelor of Arts: Standard
2. Bachelor of Science: Standard
3. Bachelor of Arts: Research Concentration
4. Bachelor of Science: Research Concentration
5. Bachelor of Arts: Honors
6. Bachelor of Science: Honors

The requirements for each of these tracks are as follows:

- B.A./B.S.: Standard
- B.A./B.S.: Research
- B.A./B.S.: Honors

Bachelor of Arts: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 3100(Persuasion), EPSY 3010 (Educational Psychology), and HDFS 2100 (Human Development: Infancy through Adolescence) may not be used.

Computer Technology

To satisfy the computer technology competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in computer technology include PSYC 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

Information Literacy

To satisfy the information literacy competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in information literacy include PSYC 1100, 1103, 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

Writing in the Major

To satisfy the writing in the major requirement, all students must pass PSYC 2100WQ. Other courses that will further help students develop writing skills in psychological science are PSYC 2300W, 3100W, 3106W, 3200W, 3250W, 3251W, 3300W, 3350W, 3402W, 3450W, 3470W, 3550W, 3551W, 3600W, 3670W, 3750W, 3770W, and 4197W. For students who have taken PSYC 2100Q rather than 2100WQ, any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in Psychological Sciences. A minor in Neuroscience is offered jointly by the Department of Psychological Sciences and the Department of Physiology and Neurobiology. Both programs are described in the Minors section.

The Department of Psychological Sciences also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under Linguistics.

Changes Highlighted:

~~Psychology~~Psychological Sciences

Course descriptions

The ~~Psychology Department~~Department of Psychological Sciences recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 1102, 1107, or 1108; ANTH 1006 or 2000; and SOCI 1001. If at all possible, majors should take STAT 1100Q (or 1000Q) by their third semester.

A maximum of seven 2000-level or above transfer credits in ~~Psychology~~psychology may count toward the major upon approval of the Transfer Coordinator in ~~Psychology~~the Department of Psychological Sciences.

Up to three credits of PSYC 3889 or 3899 can be used, and PSYC 3880 cannot be used.

All ~~Psychology Department~~Department of Psychological Sciences majors are required to take two introductory-level psychology courses - General Psychology I (PSYC 1100) and either General Psychology II (1101) or General Psychology II (Enhanced) (1103) - followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

- Foundation
 - PSYC 2100Q or 2100WQ.
- Area I: Social, Developmental, Clinical, & Industrial/Organizational
 - PSYC 2300 or 2300W, 2301, 2400, 2600, 2700.
- Area II: (Experimental & Behavioral Neuroscience)
 - PSYC 2200, 2500, 2501, 3201, 3500, 3501.
- Area III: Cross Area (I and II)
 - PSYC 2110, 2201, 3100 or 3100W, 3102, 3105, 3400, 3601 or 3601W.
- Area IV: Advanced & Specialty Lecture Courses (includes Area III courses except for PSYC 3100 and 3100W)
 - PSYC 2101, 2110, 2201, 2701, 3101, 3102, 3103, 3104, 3105, 3106 or 3106W, 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3400, 3402W, 3470 or 3470W, 3502, 3600 or 3600W, 3601 or 3601W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885.
- Laboratory Courses
 - PSYC 3150, 3250 or 3250W, 3251 or 3251W, 3252, 3253, 3350W, 3450W, 3550W, 3551W, 3552, 3750 or 3750W.
- Research
 - PSYC 3889, 3899, 4197W.

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Tracks

After completing PSYC 1100 and 1101 (or 1103), students must select one of our tracks for their major:

1. Bachelor of Arts: Standard
2. Bachelor of Science: Standard
3. Bachelor of Arts: Research Concentration
4. Bachelor of Science: Research Concentration
5. Bachelor of Arts: Honors
6. Bachelor of Science: Honors

The requirements for each of these tracks are as follows:

- B.A./B.S.: Standard
- B.A./B.S.: Research

- B.A./B.S.: Honors

Bachelor of Arts: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 3100(Persuasion), EPSY 3010 (Educational Psychology), and HDFS 2100 (Human Development: Infancy through Adolescence) may not be used.

Computer Technology

To satisfy the computer technology competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in computer technology include PSYC 3250W, 3251W, 3350W, 3450W, 3550W,3889, 3899, and 4197W.

Information Literacy

To satisfy the information literacy competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in information literacy include PSYC 1100, 1103, 3250W, 3251W, 3350W, 3450W,3550W, 3889, 3899, and 4197W.

Writing in the Major

To satisfy the writing in the major requirement, all students must pass PSYC 2100WQ. Other courses that will further help students develop writing skills in psychological science are PSYC 2300W, 3100W, 3106W, 3200W, 3250W,3251W, 3300W, 3350W, 3402W, 3450W, 3470W, 3550W, 3551W, 3600W, 3670W, 3750W, 3770W, and 4197W. For students who have taken PSYC 2100Q rather than 2100WQ, any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in [PsychologyPsychological Sciences](#). A minor in Neuroscience is offered jointly by the [Psychology Department and the Department of Psychological Sciences and the Department of](#) Physiology and Neurobiology[Department](#). Both programs are described in the Minors section.

[PsychologyThe Department of Psychological Sciences](#) also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under Linguistics.

2015-103 Change Psychology Minor

Full Materials

Current Catalog Copy:

Psychology

All Psychology Minors are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

- Foundation
 - 2100Q or 2100WQ
- Area I
 - Social, Developmental, Clinical, & Industrial/Organizational: 2300/W, 2301, 2400, 2600, 2700
- Area II
 - Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201 (EEB 3201), 3500, 3501
- Area III
 - Cross Area (I and II): 2110, 2201, 3100/W, 3102, 3105, 3400, 3601
- Area IV
 - Advanced and Specialty Lecture Courses: 2101, 2701, 3101, 3103 (COMM 3103), 3104, 3106/W (AFRA 3106/W), 3200/W, 3300/W, 3301, 3370, 3402W, 3470/W, 3502, 3600/W, 3670/W, 3770/W, 3883, 3884, 3885
- Laboratory Courses
 - 3150, 3250/W, 3251/W, 3252, 3253, 3350W, 3450W, 3550W, 3551W, 3552, 3750/W
- Research
 - 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

- One Area I course
- One Area II course
- Any three additional 2000-level and above Psychology courses listed above.

No more than three credits of either PSYC 3889 or 3899 may be counted toward the minor. PSYC 3880 cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives.

The minor is offered by the Psychology Department.

Proposed Catalog Copy:

Psychological Sciences

Students seeking to complete a minor in Psychological Sciences are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

- Foundation
 - 2100Q or 2100WQ
- Area I
 - Social, Developmental, Clinical, & Industrial/Organizational: 2300/W, 2301, 2400, 2600, 2700
- Area II
 - Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201 (EEB 3201), 3500, 3501
- Area III
 - Cross Area (I and II): 2110, 2201, 3100/W, 3102, 3105, 3400, 3601
- Area IV
 - Advanced and Specialty Lecture Courses: 2101, 2701, 3101, 3103 (COMM 3103), 3104, 3106/W (AFRA 3106/W), 3200/W, 3300/W, 3301, 3370, 3402W, 3470/W, 3502, 3600/W, 3670/W, 3770/W, 3883, 3884, 3885
- Laboratory Courses
 - 3150, 3250/W, 3251/W, 3252, 3253, 3350W, 3450W, 3550W, 3551W, 3552, 3750/W
- Research
 - 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

- One Area I course

- One Area II course
- Any three additional 2000-level and above Psychology courses listed above.

No more than three credits of either PSYC 3889 or 3899 may be counted toward the minor. PSYC 3880 cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives.

The minor is offered by the Department of Psychological Sciences.

Changes Highlighted:

~~Psychology~~Psychological Sciences

~~All Psychology Minors~~ Students seeking to complete a minor in Psychological Sciences are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

- Foundation
 - 2100Q or 2100WQ
- Area I
 - Social, Developmental, Clinical, & Industrial/Organizational: 2300/W, 2301, 2400, 2600, 2700
- Area II
 - Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201 (EEB 3201), 3500, 3501
- Area III
 - Cross Area (I and II): 2110, 2201, 3100/W, 3102, 3105, 3400, 3601
- Area IV
 - Advanced and Specialty Lecture Courses: 2101, 2701, 3101, 3103 (COMM 3103), 3104, 3106/W (AFRA 3106/W), 3200/W, 3300/W, 3301, 3370, 3402W, 3470/W, 3502, 3600/W, 3670/W, 3770/W, 3883, 3884, 3885
- Laboratory Courses
 - 3150, 3250/W, 3251/W, 3252, 3253, 3350W, 3450W, 3550W, 3551W, 3552, 3750/W
- Research
 - 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

- One Area I course
- One Area II course
- Any three additional 2000-level and above Psychology courses listed above.

No more than three credits of either PSYC 3889 or 3899 may be counted toward the minor. PSYC 3880 cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives.

The minor is offered by the ~~Psychology Department~~ [Department of Psychological Sciences](#).

2015-104 Change Psychology Graduate Description

Full Materials

Current Catalog Copy:

Psychology

Department Head
Professor James Green

Associate Department Head and Coordinator of Research and Resources
Professor Janet Barnes-Farrell

Associate Department Head and Coordinator of Undergraduate Studies
Associate Professor James Chrobak

Associate Department Head Coordinator of Graduate Studies
Etan Markus

Distinguished Professors
Fein, Fisher, and Salamone

Professors
Blanton, Burton, Carello, Chaffin, Cruess, Fitch, Gibbons, Johnson, Kalichman, Large, Leach, Lillo-Martin, Miller, Naigles, Park, Pratto, Pugh, Swadlow, Volgushev

Associate Professors
Astur, Barton, Bortfeld, Dixon, Eigsti, Gorin, Henning, Magley, Magnuson, Marsh, Mellor, Milan, Quinn, Read, Rueckl, Tabor, Treadwell, Williams

Assistant Professors

Altmann, Chen, Coppola, Cuevas, Dalal, Davis, Frank, Landi, Ramirez-Esparza, Sheya, Smith, Stevenson, Yee

The Department of Psychology offers study leading to the degree of Doctor of Philosophy (Ph.D.) in the several areas described below. There is a pervading emphasis on the acquisition of a general background in research findings and theoretical interpretations. All students are expected to conduct independent research projects prior to their dissertation research. Opportunities are provided for pre-professional experience in undergraduate teaching, research on grant-supported projects, and research and applied opportunities with clinical agencies. The Departmental website is <http://psychology.uconn.edu>

Behavioral Neuroscience

This area of concentration offers study that focuses on the biological basis of behavior, through research participation, seminars, and formal course work. Research programs make use of a variety of approaches - of neurophysiology, neurochemistry, neuroanatomy, neuroendocrinology, genetics, ethology, and behavioral analysis - to study problems in sensation, perception, emotion, motivation, learning, motor activity, aggression, sex differences, reproductive behavior, communication, brain lateralization, and the organization of sensory cortex.

Clinical Psychology

The clinical program is designed to produce psychologists able to work on a scientific and professional level, with special competence in research, psychological assessment, and therapy. At least one year of internship at an approved facility is required. The program has APA accreditation. The program emphasizes both child/family and adult interventions and provides opportunity to pursue concentration in child psychology, health psychology, and neuropsychology.

Developmental Psychology

The program provides training in how experiential and maturational processes, broadly defined, continually influence each other to shape developmental trajectories and outcomes. Current faculty members are unified by a focus on the critical role that contexts play in the processes that govern the emergence and organization of behavior during development. Emphasis is on breadth of training in developmental content areas, including the development of auditory processing, the perceptual abilities of typically developing infants and consequences of deprivation, socioemotional development in the contexts of peer relationships and parent-child interaction, the acquisition and emergence of linguistic structure and meaning, and similarities and differences in the development of typical and atypical children.

Perception/Action/Cognition

Two areas of specialized study are offered: (1) the ecological approach to perception and action, and (2) language and cognition. Facilities exist for research and training on many topics, including: the perceptual control of action, coordinated movement, psycholinguistics, speech perception and production, neurobiological and psychophysical studies, and the philosophical and theoretical foundations of perception, action, and cognition. Emphasis in psycholinguistics is provided in cooperation with the Department of Linguistics.

Industrial/Organizational Psychology

This area of concentration is concerned with the application of psychological methods and principles to understanding human behavior in work settings. Students can choose to emphasize personnel psychology, organizational psychology, occupational health psychology, or human factors/ergonomics in their research and course work. All students take the same core courses in the first year of study, and all students are required to be actively engaged in research during their entire course of study. An approved one-year field research experience is required.

Neurosciences

This is an interdisciplinary area of concentration. Neuroscience is concerned with the structural and functional characteristics of the nervous system and its relation to the adaptive physiology and behavior of the organism. Students in this program may approach the full range of neuroscience studies through courses and research at the cellular, systemic, and organismic levels. A particular strength of the area is the analysis of behavior, its development, and its neurological bases. This area of concentration is offered in the fields of study of biobehavioral science, pharmaceutical science, physiology, and psychology. Application is made to the preferred field of study, but the applicant must be acceptable to the Neurosciences Committee.

Social Psychology

The Social Psychology program emphasizes theory-based approaches to social issues (e.g., health, inequality, politics, discrimination) with multiple theoretical perspectives, methods, and levels of analysis (individual, dyad, group, intergroup, culture, society, world, ecology). Thus, the curriculum integrates rigor with relevance. A recent comparison ranked the program 11th in citation impact in the U.S. (Nosek et al., 2010), reflecting the intense research activity of the faculty, students, and staff. In addition to a wide range of extramural and intramural funding, graduate training is supported by a National Institute of Mental Health training grant in the social processes of HIV/AIDS.

Admission Requirements

Well qualified candidates are encouraged to apply for the Ph.D. degree. Requirements for admission include basic courses in statistics, general psychology, and any of several sub-areas within psychology. Applicants must present scores on the three parts of the general Graduate Record Examination.

The online application for admission may be accessed through the Graduate School website at:<http://grad.uconn.edu/prospective/online.html>. There is not a separate application for Psychology; however, the Psychology Department requires application materials in addition to the materials required by the Graduate School. The Psychology Department admissions requirements and procedures may be found on the department website at:<http://psych.uconn.edu/graduate/index.php>.

The application deadline for Clinical Psychology is December 1. The application deadline for Social Psychology and Industrial/Organizational Psychology is December 15. The deadline for all other Psychology graduate programs is January 1. For questions regarding graduate programs, please send an email to psychgrad@uconn.edu or call 860-486-2057.

Facilities

Research facilities include multiple research laboratories for conducting research in the various sub-areas of psychology. Capabilities include video, body and eye tracking analysis, large scale surveys, infant and child labs, human EEG and ERP, theoretical and computer modeling, dedicated space for the recoding and analysis of social interaction with digital video, a virtual reality lab in CHIP, and animal laboratories. Developmental research is carried out both at laboratories in Psychology as well as via cooperative relationships with the Child Development Laboratories in the Department of Human Development and Family Studies, and with a number of local school systems across the State of Connecticut. In addition, there are research collaborations across departments, and at affiliated research institutions such as MRI research at Haskins Laboratories (New Haven), the Institute of Living (Hartford), the Institute for Systems Genomics, and the University of Connecticut Health Center (Farmington). The program also has new space for the Psychological Services Clinic, an on-site training clinic which provides therapy and assessment services to children, adults and families from the local community. The Clinic includes nine treatment rooms equipped with state of the art sound proofing and video-recording equipment, several staff offices and secure records storage.

A wide variety of off-site locations are available for clerkship, practicum and intern training in clinical and industrial-organizational psychology, and for work experience for advanced students in other sub-disciplines. These resources include several national corporations, VA hospitals, community clinics, and trauma centers. Opportunities for work with developmentally disabled individuals living in the community also exist.

Proposed Catalog Copy:

Psychological Sciences

Department Head
Professor James Green

Associate Department Head and Coordinator of Research and Resources
Professor Janet Barnes-Farrell

Associate Department Head and Coordinator of Undergraduate Studies
Associate Professor James Chrobak

Associate Department Head Coordinator of Graduate Studies
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Martin, Magley, Magnuson, Miller, Naigles, Park, Pratto, Pugh, Quinn, Swadlow, Volgushev

Associate Professors

Astur, Barton, Burke, Dixon, Eigsti, Gorin, Henning, Levy, Marsh, Mellor, Milan, Read, Rueckl, Tabor, Treadwell, Williams

Assistant Professors

Altmann, Chen, Coppola, Cuevas, Dalal, Davis, Fenster, Frank, Landi, Myers, Ramirez-Esparza, Sheya, Smith, Stevenson, Yee

The Department of Psychological Sciences offers study leading to the degree of Doctor of Philosophy (Ph.D.) in the several areas described below. There is a pervading emphasis on the acquisition of a general background in research findings and theoretical interpretations. All students are expected to conduct independent research projects prior to their dissertation research. Opportunities are provided for pre-professional experience in undergraduate teaching, research on grant-supported projects, and research and applied opportunities with clinical agencies. The Departmental website is <http://psychology.uconn.edu>.

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Clinical Psychology

The clinical program is designed to produce psychologists able to work on a scientific and professional level, with special competence in research, psychological assessment, and therapy. At least one year of internship at an approved facility is required. The program has APA accreditation. The program emphasizes both child/family and adult interventions and provides opportunity to pursue concentration in child psychology, health psychology, and neuropsychology.

Developmental Psychology

The program provides training in how experiential and maturational processes, broadly defined, continually influence each other to shape developmental trajectories and outcomes. Current faculty members are unified by a focus on the critical role that contexts play in the processes that govern the emergence and organization of behavior during development. Emphasis is on breadth of training in developmental content areas, including the development of auditory processing, the perceptual abilities of typically developing infants and consequences of deprivation, socioemotional development in the contexts of peer relationships and parent-child interaction, the acquisition and emergence of linguistic structure and meaning, and similarities and differences in the development of typical and atypical children.

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Two areas of specialized study are offered: (1) the ecological approach to perception and action, and (2) language and cognition. Facilities exist for research and training on many topics, including: the perceptual control of action, coordinated movement, psycholinguistics, speech perception and production, neurobiological and psychophysical studies, and the philosophical and theoretical foundations of perception, action, and cognition. Emphasis in psycholinguistics is provided in cooperation with the Department of Linguistics.

Industrial/Organizational Psychology

This area of concentration is concerned with the application of psychological methods and principles to understanding human behavior in work settings. Students can choose to emphasize personnel psychology, organizational psychology, occupational health psychology, or human factors/ergonomics in their research and course work. All students take the same core courses in the first year of study, and all students are required to be actively engaged in research during their entire course of study. An approved one-year field research experience is required.

Neurosciences

This is an interdisciplinary area of concentration. Neuroscience is concerned with the structural and functional characteristics of the nervous system and its relation to the adaptive physiology and behavior of the organism. Students in this program may approach the full range of neuroscience studies through courses and research at the cellular, systemic, and organismic levels. A particular strength of the area is the analysis of behavior, its development, and its neurological bases. This area of concentration is offered in the fields of study of biobehavioral science, pharmaceutical science, physiology, and psychological sciences. Application is made to the preferred field of study, but the applicant must be acceptable to the Neurosciences Committee.

Social Psychology

The Social Psychology program emphasizes theory-based approaches to social issues (e.g., health, inequality, politics, discrimination) with multiple theoretical perspectives, methods, and levels of analysis (individual, dyad, group, intergroup, culture, society, world, ecology). Thus, the curriculum integrates rigor with relevance. A recent comparison ranked the program 11th in citation impact in the U.S. (Nosek et al., 2010), reflecting the intense research activity of the faculty, students, and staff. In addition to a wide range of extramural and intramural funding, graduate training is supported by a National Institute of Mental Health training grant in the social processes of HIV/AIDS.

Admission Requirements

Well qualified candidates are encouraged to apply for the Ph.D. degree. Requirements for admission include basic courses in statistics, general psychology, and any of several sub-areas within psychology. Applicants must present scores on the three parts of the general Graduate Record Examination.

The online application for admission may be accessed through the Graduate School website at: <http://grad.uconn.edu/prospective/online.html>. There is not a separate application for Psychological Sciences; however, the Department of Psychological Sciences requires application materials in addition to the materials required by the Graduate School. The Department of

Psychological Sciences PhD program admissions requirements and procedures may be found on the department website at: <http://grad.psych.uconn.edu/prospective-students/overview/>. The application deadline for Clinical Psychology is November 15. The application deadline for all other Psychological Sciences PhD programs is December 1. For questions regarding graduate programs, please send an email to psychgrad@uconn.edu or call 860-486-3515.

Facilities

Research facilities include multiple research laboratories for conducting research in the various sub-areas of psychology. Capabilities include video, body and eye tracking analysis, large scale surveys, infant and child labs, human EEG, ERP, transcranial magnetic stimulation, and MRI, theoretical and computer modeling, dedicated space for the recoding and analysis of social interaction with digital video, a virtual reality lab in CHIP, and animal laboratories. Developmental research is carried out both at laboratories in the Department of Psychological Sciences as well as via cooperative relationships with the Child Development Laboratories in the Department of Human Development and Family Studies, and with a number of local school systems across the State of Connecticut. In addition, there are research collaborations across departments, and at affiliated research institutions such as MRI research at Haskins Laboratories (New Haven), the Institute of Living (Hartford), the Institute for Systems Genomics, the University of Connecticut Health Center (Farmington), and Jackson Labs (Farmington and Bar-Harbor). Psychology recently (2013) completed a \$24 million renovation and expansion plan. The new space includes the Psychological Services Clinic, an on-site training clinic which provides therapy and assessment services to children, adults and families from the local community. The Clinic includes nine treatment rooms equipped with state of the art sound proofing and video-recording equipment, several staff offices and secure records storage.

A wide variety of off-site locations are available for clerkship, practicum and intern training in clinical and industrial-organizational psychology, and for work experience for advanced students in other sub-disciplines. These resources include several national corporations, VA hospitals, community clinics, and trauma centers. Opportunities for work with developmentally disabled individuals living in the community also exist.

Changes Highlighted:

PsychologyPsychological Sciences

Department Head
Professor James Green

Associate Department Head and Coordinator of Research and Resources
Professor Janet Barnes-Farrell

Associate Department Head and Coordinator of Undergraduate Studies
Associate Professor James Chrobak

Associate Department Head Coordinator of Graduate Studies

[Professor](#) Etan Markus

Distinguished Professors

Fein, Fisher, [Johnson](#), and Salamone

Professors

[Altman](#), Blanton, Burton, ~~Carello, Chaffin~~, Cruess, Fitch, Gibbons, Johnson, Kalichman, Large, Leach, Lillo-Martin, [Magley](#), [Magnuson](#), Miller, Naigles, Park, Pratto, Pugh, [Quinn](#), Swadlow, Volgushev

Associate Professors

Astur, Barton, ~~Bortfeld~~[Burke](#), Dixon, Eigsti, Gorin, Henning, ~~Magley, Magnuson, Levy~~, Marsh, Mellor, Milan, ~~Quinn~~, Read, Rueckl, Tabor, Treadwell, Williams

Assistant Professors

Altmann, Chen, Coppola, Cuevas, Dalal, Davis, [Fenster](#), Frank, Landi, [Myers](#), Ramirez-Esparza, Sheya, Smith, Stevenson, Yee

The Department of ~~Psychology~~ [Psychological Sciences](#) offers study leading to the degree of Doctor of Philosophy (Ph.D.) in the several areas described below. There is a pervading emphasis on the acquisition of a general background in research findings and theoretical interpretations. All students are expected to conduct independent research projects prior to their dissertation research. Opportunities are provided for pre-professional experience in undergraduate teaching, research on grant-supported projects, and research and applied opportunities with clinical agencies. The Departmental website is <http://psychology.uconn.edu>.

Behavioral Neuroscience

This area of concentration offers study that focuses on the biological basis of behavior, through research participation, seminars, and formal course work. Research programs make use of a variety of approaches - of neurophysiology, neurochemistry, neuroanatomy, ~~neuroendo-erino~~[logyneuroendocrinology](#), genetics, ethology, and behavioral analysis - to study problems in sensation, perception, emotion, motivation, learning, motor activity, aggression, sex differences, reproductive behavior, communication, brain lateralization, and the organization of sensory cortex.

Clinical Psychology

The clinical program is designed to produce psychologists able to work on a scientific and professional level, with special competence in research, psychological assessment, and therapy. At least one year of internship at an approved facility is required. The program has APA accreditation. The program emphasizes both child/family and adult interventions and provides opportunity to pursue concentration in child psychology, health psychology, and neuropsychology.

Developmental Psychology

The program provides training in how experiential and maturational processes, broadly defined, continually influence each other to shape developmental trajectories and outcomes. Current faculty members are unified by a focus on the critical role that contexts play in the processes that govern the emergence and organization of behavior during development. Emphasis is on breadth of training in developmental content areas, including the development of auditory processing, the perceptual abilities of typically developing infants and consequences of deprivation, socioemotional development in the contexts of peer relationships and parent-child interaction, the acquisition and emergence of linguistic structure and meaning, and similarities and differences in the development of typical and atypical children.

Perception/Action/Cognition

Two areas of specialized study are offered: (1) the ecological approach to perception and action, and (2) language and cognition. Facilities exist for research and training on many topics, including: the perceptual control of action, coordinated movement, psycholinguistics, speech perception and production, neurobiological and psychophysical studies, and the philosophical and theoretical foundations of perception, action, and cognition. Emphasis in psycholinguistics is provided in cooperation with the Department of Linguistics.

Industrial/Organizational Psychology

This area of concentration is concerned with the application of psychological methods and principles to understanding human behavior in work settings. Students can choose to emphasize personnel psychology, organizational psychology, occupational health psychology, or human factors/ergonomics in their research and course work. All students take the same core courses in the first year of study, and all students are required to be actively engaged in research during their entire course of study. An approved one-year field research experience is required.

Neurosciences

This is an interdisciplinary area of concentration. Neuroscience is concerned with the structural and functional characteristics of the nervous system and its relation to the adaptive physiology and behavior of the organism. Students in this program may approach the full range of neuroscience studies through courses and research at the cellular, systemic, and organismic levels. A particular strength of the area is the analysis of behavior, its development, and its neurological bases. This area of concentration is offered in the fields of study of biobehavioral science, pharmaceutical science, physiology, and [psychology](#) and [psychological sciences](#). Application is made to the preferred field of study, but the applicant must be acceptable to the Neurosciences Committee.

Social Psychology

The Social Psychology program emphasizes theory-based approaches to social issues (e.g., health, inequality, politics, discrimination) with multiple theoretical perspectives, methods, and levels of analysis (individual, dyad, group, intergroup, culture, society, world, ecology). Thus, the curriculum integrates rigor with relevance. A recent comparison ranked the program 11th in citation impact in the U.S. (Nosek et al., 2010), reflecting the intense research activity of the faculty, students, and staff. In addition to a wide range of extramural and intramural funding, graduate training is supported by a National Institute of Mental Health training

grant in the social processes of HIV/AIDS.

Admission Requirements

Well qualified candidates are encouraged to apply for the Ph.D. degree. Requirements for admission include basic courses in statistics, general psychology, and any of several sub-areas within psychology. Applicants must present scores on the three parts of the general Graduate Record Examination.

The online application for admission may be accessed through the Graduate School website at: <http://grad.uconn.edu/prospective/online.html>. There is not a separate application for ~~Psychology~~[Psychological Sciences](#); however, the ~~Psychology Department~~[Department of Psychological Sciences PhD program](#) requires application materials in addition to the materials required by the Graduate School. The ~~Psychology Department~~[Department of Psychological Sciences PhD program](#) admissions requirements and procedures may be found on the department website at: <http://grad.psych.uconn.edu/graduateprospective-students/index.php/overview/>. The application deadline for Clinical Psychology is ~~December 1~~[November 15](#). The application deadline for ~~Social Psychology and Industrial/Organizational Psychology is December 15~~[The deadline for all other Psychology graduate programs is January](#) ~~all other Psychological Sciences PhD programs is December~~[1](#). For questions regarding graduate programs, please send an email to psychgrad@uconn.edu or call ~~860-486-2057~~[860-486-3515](#).

Facilities

Research facilities include multiple research laboratories for conducting research in the various sub-areas of psychology. Capabilities include video, body and eye tracking analysis, large scale surveys, infant and child labs, human EEG~~and ERP~~[, ERP, transcranial magnetic stimulation, and MRI](#), theoretical and computer modeling, dedicated space for the recoding and analysis of social interaction with digital video, a virtual reality lab in CHIP, and animal laboratories. Developmental research is carried out both at laboratories in ~~Psychology the Department of Psychological Sciences~~[as well as via cooperative relationships with the Child Development Laboratories in the Department of Human Development and Family Studies](#), and with a number of local school systems across the State of Connecticut. In addition, there are research collaborations across departments, and at affiliated research institutions such as MRI research at Haskins Laboratories (New Haven), the Institute of Living (Hartford), the Institute for Systems Genomics, ~~and the University of Connecticut Health Center (Farmington)~~[, and Jackson Labs \(Farmington and Bar-Harbor\)](#). ~~Psychology recently (2013) completed a \$24 million renovation and expansion plan. The new space includes~~[the Psychological Services Clinic, an on-site training clinic which provides therapy and assessment services to children, adults and families from the local community. The Clinic includes nine treatment rooms equipped with state of the art sound proofing and video-recording equipment, several staff offices and secure records storage.](#)

A wide variety of off-site locations are available for clerkship, practicum and intern training in clinical and industrial-organizational psychology, and for work experience for advanced students in other sub-disciplines. These resources include several national corporations, VA hospitals, community clinics, and trauma centers. Opportunities for work with developmentally disabled individuals living in the community also exist.

2015-105 Change MARN 3801W (g)(s)

Full Materials

Current Catalog Copy:

MARN 3801W. Coastal Studies Seminar

Second semester (Avery Point). Two credits. Prerequisite: MARN 2002 and 3001 or instructor consent; ENGL 1010 or 1011 or 2011. Vaudrey
Scientific analysis of coastal zone issues and their interdisciplinary implications. Written analysis and discussion of primary literature.

Proposed Catalog Copy:

MARN 3801W. Marine Sciences and Society

Second semester (Avery Point). Three credits. Prerequisite: MARN 2002 and 3001 or instructor consent; ENGL 1010 or 1011 or 2011.
Scientific analysis of coastal zone issues and interdisciplinary implications for society. Written analysis and discussion of primary literature.

Changes Highlighted:

MARN 3801W. ~~Coastal Studies Seminar~~Marine Sciences and Society

Second semester (Avery Point). ~~Two~~Three credits. Prerequisite: MARN 2002 and 3001 or instructor consent; ENGL 1010 or 1011 or 2011. ~~Vaudrey~~
Scientific analysis of coastal zone issues and ~~their interdisciplinary implications~~interdisciplinary implications for society. Written analysis and discussion of primary literature.

2015-106 Add MARN 3893. International Study [Approved]

Full Materials

Proposed Catalog Copy:

MARN 3893. International Study

Credits and hours by arrangement up to a maximum of six credits. Prerequisite: Consent of Department Head required, preferably prior to the student's departure. With a change in content, may be repeated for credit.
Special topics in an international study program.

2015-107 Add MARN 4893. International Study [Approved]

Full Materials

Proposed Catalog Copy:

MARN 4893. International Study

Credits and hours by arrangement up to a maximum of six credits. Prerequisite: Consent of Department Head required, preferably prior to the student's departure. With a change in content, may be repeated for credit.

Special topics in an international study program.

2015-108 Change Marine Sciences Major

Full Materials

Current Catalog Copy:

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 29 credits of Marine Sciences courses, and 12 credits of defined social science courses constituting the Related Area. Marine Sciences students must pass the following courses:

I. 1000-Level Courses BIOL 1107, 1108; either CHEM 1124Q, 1125Q and 1126Q or CHEM 1127Q, 1128Q; MATH 1131Q, and 1132Q; either PHYS 1201Q, 1202Q or PHYS 1401Q, 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the Department. Students are encouraged to fulfill some of their General Education requirements with the following choices: HIST/SCI 2206; and either ECON 1201 or ARE 1150.

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3003Q, 3801W, 4001, 4002, and 3 electives. The electives must represent different areas of Marine Sciences. At least one course must be chosen from the following groups:

- Group 1: MARN 3060, 3061, 4060;
- Group 2: MARN 3012, 3014, 3015, 3016, 3017, 3030;
- Group 3: MARN 3016, 3030, 4030W, 4050.

Note: MARN 3016 and 3030 may be used to fulfill only one requirement, either Group 2 or 3. Students may be able to use MARN 4893, MARN 4895 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Marine Sciences

The B.A. in Marine Sciences requires a foundation of courses including 25 credits of Marine Sciences courses, and 18 credits of defined social science courses constituting the Related Area.

The B.A. plan of study requires students to take additional social science courses. Marine Sciences majors must pass the following courses:

I. 1000-Level Courses

BIOL 1107, 1108; either CHEM 1124Q, 1125Q, and 1126Q or 1127Q, 1128Q; either MATH 1060Q and 1110Q, or MATH 1060Q and 1071Q; either PHYS 1201Q, 1202Q or PHYS 1401Q, 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the department. Students are encouraged to fulfill some of their General Education requirements with the following choices: HIST/SCI 2206; and either ECON 1201 or ARE 1150.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3801W, 4001, 4002, and 3 electives. The electives are: MARN 3000, 3003Q, 3012, 3014, 3015, 3016, or 3030, 3017, 3060, 3061, 3230, 4030W, 4050, and 4060.

Students may be able to use MARN 4893, MARN 4895 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of acceptable courses.

Competency Requirements (B.S. and B.A. programs)

The University's General Education competency requirements for computer technology and information literacy will be satisfied by completing the requirements above, in particular MARN 2002, 3001, and 4001 for computer technology, and 3001, 3801W, and 4002 for information literacy. The writing in the major requirement will be satisfied by MARN 3801W.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this Catalog.

Proposed Catalog Copy:

The Marine Sciences major at the University of Connecticut provides students the opportunity to study the biological, chemical, geological and physical environment of the oceans. This field intensive program focuses on understanding the ocean environment and human impacts on

coastal habitats. Courses are designed to provide a solid foundation in science and mathematics. Experiential learning opportunities, internships, study abroad and senior-year capstone courses allow for interdisciplinary studies and hands-on learning. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies, research institutions and for graduate studies that lead to careers in research and teaching.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 30 credits of Marine Sciences courses, and 12 credits of Related Area courses.. Marine Sciences majors in the B.S. must pass the following courses:

I. 1000-Level Courses

BIOL 1107, 1108; either CHEM 1124Q, 1125Q and 1126Q or CHEM 1127Q, 1128Q; MATH 1131Q, and 1132Q; either PHYS 1201Q, 1202Q or PHYS 1401Q, 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the Department Head.

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3003Q, 3801W, 4001, 4002, and 3 electives. The electives must represent different areas of Marine Sciences. Three courses must be chosen from the following groups of electives. At least one course must be taken from each of the two groups.

- Group 1: MARN 2060, 3000, 3060, 3061, 3230, 3505, 4030W, 4050, 4060, 4066
- Group 2: MARN 3012, 3014, 3015, 3016, 3017, 3030, 3811, 4010

Students may be able to use MARN 3893, 4893, 4895, 4898 or other MARN course towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests. The Department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Marine Sciences

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 26 credits of Marine Sciences courses, and 18 credits constituting the Related Area. Marine Sciences majors in the B.A. must pass the following courses:

I. 1000-Level Courses

BIOL 1107, 1108; either CHEM 1124Q, 1125Q, and 1126Q or 1127Q, 1128Q; either MATH 1060Q and 1110Q, or MATH 1060Q and 1071Q; either PHYS 1201Q, 1202Q or PHYS 1401Q,

1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the department.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3801W, 4001, 4002, and any 3 MARN electives as listed for the BS, regardless of group designation.

Students may be able to use MARN 3893, 4893, 4895, 4898 or other MARN course towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests. The Department maintains a list of acceptable courses.

Competency Requirements (B.S. and B.A. programs)

The University's General Education competency requirements for computer technology and information literacy will be satisfied by completing the requirements above, in particular MARN 2002, 3001, and 4001 for computer technology, and 3001, 3801W, and 4002 for information literacy. The writing in the major requirement will be satisfied by MARN 3801W.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this Catalog.

Changes Highlighted:

The Marine Sciences major at the University of Connecticut provides students the opportunity to study the biological, chemical, geological and physical environment of the oceans. This field intensive program focuses on understanding the ocean environment and human impacts on coastal habitats. Courses are designed to provide a solid foundation in science and mathematics. Experiential learning opportunities, internships, study abroad and senior-year capstone courses allow for interdisciplinary studies and hands-on learning. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies, research institutions and for graduate studies that lead to careers in research and teaching.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including ~~29-30~~ credits of Marine Sciences courses, and 12 credits of ~~defined social science courses constituting the Related Area.~~ ~~Marine Sciences students~~ Related Area courses. Marine Sciences majors in the B.S. must pass the following courses:

I. 1000-Level Courses

BIOL 1107, 1108; either CHEM 1124Q, 1125Q and 1126Q or CHEM 1127Q, 1128Q; MATH

1131Q, and 1132Q; either PHYS 1201Q, 1202Q or PHYS 1401Q, 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the Department. ~~Students are encouraged to fulfill some of their General Education requirements with the following choices: HIST/SCI 2206; and either ECON 1201 or ARE 1150.~~ Head.

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3003Q, 3801W, 4001, 4002, and 3 electives. The electives must represent different areas of Marine Sciences. Three courses must be chosen from the following groups of electives. At least one course must be ~~chosen from the following groups: taken from each of the two groups.~~

- Group 1: MARN 2060, 3000, 3060, 3061, 3230, 3505, 4030W, 4050, 4060; ~~4066~~
- Group 2: MARN 3012, 3014, 3015, 3016, 3017, 3030; ~~Group 3: MARN 3016, 3030, 4030W, 4050.~~ 3811, 4010

~~Note: MARN 3016 and 3030 may be used to fulfill only one requirement, either Group 2 or 3.~~ Students may be able to use MARN 3893, 4893, MARN 4895, 4898 or other MARN ~~courses~~ course towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor ~~and a social science faculty member~~, students choose Related Area courses appropriate to their interests. The ~~department~~ Department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Marine Sciences

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 25-26 credits of Marine Sciences courses, and 18 credits ~~of defined social science courses~~ constituting the Related Area. ~~The Marine Sciences majors in the B.A. plan of study requires students to take additional social science courses. Marine Sciences majors~~ must pass the following courses:

I. 1000-Level Courses

BIOL 1107, 1108; either CHEM 1124Q, 1125Q, and 1126Q or 1127Q, 1128Q; either MATH 1060Q and 1110Q, or MATH 1060Q and 1071Q; either PHYS 1201Q, 1202Q or PHYS 1401Q, 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the department. ~~Students are encouraged to fulfill some of their General Education requirements with the following choices: HIST/SCI 2206; and either ECON 1201 or ARE 1150.~~

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3801W, 4001, 4002, and [any 3 electives](#). ~~The electives are: MARN 3000, 3003Q, 3012, 3014, 3015, 3016, or 3030, 3017, 3060, 3061, 3230, 4030W, 4050, and 4060.~~ [MARN electives as listed for the BS, regardless of group designation.](#)

Students may be able to use MARN [3893](#), 4893, ~~MARN~~ 4895, [4898](#) or other MARN ~~courses~~ [course](#) towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor ~~and a social science faculty member~~, students choose Related Area courses appropriate to their interests. The ~~department~~ [Department](#) maintains a list of acceptable courses.

Competency Requirements (B.S. and B.A. programs)

The University's General Education competency requirements for computer technology and information literacy will be satisfied by completing the requirements above, in particular MARN 2002, 3001, and 4001 for computer technology, and 3001, 3801W, and 4002 for information literacy. The writing in the major requirement will be satisfied by MARN 3801W. Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this Catalog.

2015-109 Add COMM 5150. Crisis and Risk Communication

Full Materials

Proposed Catalog Copy:

COMM 5150. Crisis and Risk Communication

3 credits. Lecture. Open to graduate students in Communication, others with permission. Research, theory, and best practices in Crisis and Risk Communication.

4 Appendix of Materials

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: 15 September 2014/resubmitted 6 October 2014
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Spring 2015 [pending approval; alternatively, 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!

2400. Honors Core: Analyzing Religion

Three credits.

Honors course introducing the study of religion from an interdisciplinary perspective. Theories, analytic frameworks, and critiques. Components of religion, cross-culturally. Religious orientations. The science-and-religion debate. CA 2. CA 4-INT.

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): ANTH
2. [Course Number](#): 2400 [approved for use by Anthropology Dept.]
3. Course Title: Honors Core: Analyzing Religion
4. [Number of Credits](#): 3
5. [Course Description](#) (second paragraph of catalog entry):

Honors course introducing the study of religion from an interdisciplinary perspective. Theories, analytic frameworks, and critiques. Components of religion, cross-culturally. Religious orientations. The science-and-religion debate. CA 2. CA 4-INT.

Optional Items

6. [Pattern of instruction](#), if not standard: N/A
7. [Prerequisites](#), if applicable: none
 - a. [Consent of Instructor](#), if applicable:
 - b. [Open to sophomores/juniors or higher](#): N/A
8. [Recommended Preparation](#), if applicable: none
9. [Exclusions](#), if applicable:
10. [Repetition for credit](#), if applicable: no
11. [Skill codes](#) "W", "Q" or "C":
12. University General Education Content Area(s), if any: **CA-2, CA-4 INT**
 - a. If Content Area 1, specify a CLAS area, A-E: _____

b. Justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

13. S/U grading: N/A

Justification

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

This course won the Honors Program Core Course Grant Competition in spring, 2014. Curricular expansion of the Honors Program is necessary to accommodate the UConn-mandated increase in Honors student recruitment and enrollment. Honors Program administrators identified the following priorities in this initiative: a) additional core courses, b) at the sophomore level, and c) eligible for designation as General Education courses. “Analyzing Religion” aims to address these needs. In terms of content, no course in the University curriculum offers a comprehensive introductory course on religion. An “Introduction to Religion” course is a standard offering at the vast majority of liberal arts colleges and universities in the country, including UConn’s “peer and aspiring” institutions. Although religion is implicated (if not causal) in numerous major international conflicts as well as in our national political divisions, UConn has no department, program, major, center, or concentration in the academic study of religion, other than Judaic Studies and the Religion Minor, which I initiated over a decade ago. “Analyzing Religion” enriches the university’s course offerings in this important scholarly area, and helps to prepare UConn students for global citizenship. At the departmental level, the course would also enhance our sequence of religion-focused courses; the number ‘2400’ was selected to indicate continuity with our ANTH 3400 ‘Culture and Religion’ course described below (item #3). Potentially, “Analyzing Religion” may be added to the Religion Minor as a Foundational Course.

2. [Academic merit:](#)

It is difficult to overstate the significance of religion in contemporary global and national events. “Analyzing Religion” is designed to be a challenging interdisciplinary introduction to the academic study of religion, emphasizing critical inquiry and analysis more than the content of particular religious traditions. The course aims to provide students with conceptual tools and frameworks for understanding religion in general, and for analyzing religious issues and conflicts in particular cultural, social, and historical contexts. Students will examine and evaluate major theories of religion drawn from different disciplines as well as rationalist and modernist critiques of ‘religion’ and religious belief. Different rubrics for analyzing religion will be examined and illustrated with examples drawn from a variety of traditions, past and present, non-Western and Western. Students will learn to identify the constituent ideological and social phenomena commonly present in religious systems, such as theology, cosmology, myth, and ritual. A cross-cutting rubric of contrasting religious orientations—mystical, rationalist, charismatic, and fundamentalist—will be presented and illustrated with selected historical and cultural examples. Students

will be exposed to both sides of the science-and-religion debate and will be asked to evaluate the arguments.

3. **Overlapping courses:**

The Anthropology Department offers two 3000-level courses, “Culture and Religion” and “World Religions,” that have the potential for overlap with the proposed course. The former is a standard offering in departments across the country, covering a subfield known as the Anthropology of Religion. As such, it examines religious practices found primarily in indigenous non-Western societies, such as shamanism, witchcraft, magic, and spirit possession. These “expressive” forms of religious experience will receive minimal attention in “Analyzing Religion.” An important distinction is that “Culture and Religion” is not a General Education course and requires an introductory Anthropology course as a prerequisite. “World Religions,” a survey of major global faiths, emphasizes descriptive and factual content over critique and comparison; the goal of that course is to acquaint students with the history, beliefs, rituals, texts, and specialist roles of each religious tradition. In contrast, the course proposed here presents a range of intellectual approaches to religion, emphasizes the constituent systems and functions of religion in general, and addresses rationalist and philosophical critiques of ‘religion’. In sum, the conceptual framework is more interdisciplinary and the scope of inquiry is broader than in the other two courses.

4. Number of students expected: 18-25

5. Number and size of sections: one/up to 25 students

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

7. Effects on regional campuses: None.

8. **Staffing:** Prof. J. Linnekin

9. **Dates approved** by

Department Curriculum Committee: May 2, 2014

Department Faculty: May 2, 2014

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

Prof. Jocelyn Linnekin (instructor in charge)

Jocelyn.linnekin@uconn.edu

860.486.0047 or 2137 (department) or cell 860.377.0919

Syllabus

Attached.

Add Course Request

Submitted on: 2015-09-23 19:56:10

1. COURSE SUBJECT	ANTH
2. COURSE NUMBER (OR PROPOSED NUMBER)	2400
3. COURSE TITLE	Honors Core: Analyzing Religion
4. INITIATING DEPARTMENT or UNIT	Anthropology
5. NAME OF SUBMITTER	Jocelyn S Linnekin
6. PHONE of SUBMITTER	Phone: +1 860 486 0067
7. EMAIL of SUBMITTER	Email: jocelyn.linnekin@uconn.edu
8. CONTACT PERSON	jocelyn.linnekin@uconn.edu
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	1176
10. PHONE of contact person	Phone: 18604862137
11. EMAIL of of contact person	Email: jocelyn.linnekin@uconn.edu
12. Departmental Approval Date	05/02/2014
13. School/College Approval Date	10/14/2014
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Spring, Year: 2016
16. Offered before next printed catalog is distributed?	Yes
17. General Education Content Area	Content Area 2 Social Sciences Content Area 4 Diversity and Multiculturalism International
18. General Education Skill Code (W/Q). Any non-W section?	None
19. Terms Offered	Semester: Fall Spring Year: Every_Year
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 25
22. Clarification: Since this is an Honors course, half of the seats will be reserved for students enrolled in the Honors Program and half will be open for general enrollment.	
23. Number of Credits	3

	if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN May be offered either two or three times per week. Optimal pattern is probably two 75-minute sessions/week; it is now scheduled as such.	
25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: No prerequisites, open to sophomores; half of the enrollment is reserved for Honors students, per Senate policy.	
27. Is Instructor, Dept. Head or Unit Consent Required ?	No
28. Permissions and Exclusions: Open only to students in the Honors Program Other, specify: 1/2 Honors / 1/2 open	
29. Is this course repeatable for credit ?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale :	
32. Will the course or any sections of the course be taught as Honors? YES. This course was developed through the Honors Program Core Course Grant Competition & in consultation with Honors Program administrators.	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY: Initially there are no plans to offer this at the regional campuses because of limited faculty resources to teach it. Once it is established at Storrs, however, there is no reason why--with some creative planning--it cannot eventually be offered at a regional campus.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:	
ANTH 2400. Honors Core: Analyzing Religion. <u>Open only to students in the Honors Program and others by permission of instructor.</u> Three credits. <u>An introduction to religion from interdisciplinary and cross-cultural perspectives. Theories, analytic frameworks, and critiques; religious orientations; components of religion; the science-and-religion debate. CA 4-INT.</u>	
37. RATIONALE FOR ACTION REQUESTED	
a) This course answers specific needs of the Honors program while filling a gap in undergraduate preparation. The initial impetus was the Honors Program\'s solicitation of new Core Course proposals; 2000-level courses were especially a priority. An interdisciplinary \"Introduction to	

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- Bedore, Pamela 10/6/2015 11:29 AM
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Religion" course is a standard offering at U.S. colleges and universities, including UConn's "peer and aspiring" institutions. UConn is anomalous in lacking a basic course on religion as a human institution. b) The course utilizes a broad framework and different disciplinary perspectives for understanding the role of religious phenomena in culture, society, and current events. The course emphasizes questions over descriptive content and requires critical thinking about the nature of "religion." The mastery of any particular disciplinary content is not necessary, and the assigned readings are accessible for second-year students. I intend to guide students through the material through class exercises, student-led discussions, and writing assignments. c) Honors courses are limited in enrollment. d) No effect on other departments is anticipated. e) ANTH offers two 3000-level courses that have potential overlap with 2400. However, "Culture & Religion" is not a GenEd course and requires an Anthropology course as prerequisite. "World Religions" is a survey of major faiths focusing on descriptive content over critical inquiry. f) Questions from the Philosophy Dept. were addressed & resolved in the CC&C approval stage. g) No effects on regional campuses anticipated. h) The Honors Pgm Competition has funds allotted for initial development support.

38. SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/jsl02006-1443047668-AnalyzingRelHonors_Syllabus_current.doc)

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

a) This course aims to provide students with an intellectual framework for analyzing and understanding religion as a human institution in its varied forms. Students will learn to: evaluate different definitions of religion; explain major theories of religious behavior; identify the institutional components and sub-systems commonly found in organized religions; evaluate arguments in the science-and-religion debate. b) Assessments include: graded individual and small-group assignments (e.g., creative & problem-solving exercises, short written reflections on questions and critiques presented in class, class debates on, e.g., the causes of religious conflict and whether science and religion are reconcilable); Mid-Term and Final Exams utilizing a mixed question format (concepts, definitions, short essays), and a capstone project. The latter may be fulfilled by field work and an ethnographic report, a library research paper, or a critical essay on some point of debate. c) Major topics are: definitions and theories of religion (cultural/interpretive, Marxist, psychoanalytic, functionalist, evolutionist); atheistic critiques of religion; cross-cultural components of religion; historical cases of inter-religious conflict, and of religion operating as a means of political & anti-colonial resistance; contrasting religious orientations (e.g., rationalist, mystical, fundamentalist); comparative theology of the three Abrahamic religions; evaluation of the "science versus religion" debate.

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

1. This is designed as an interactive and participatory course for the students, who will be required to read a wide variety of texts and then discuss and write about them in a verbal exchange of views. They will develop competency in understanding what they read, formulating exegeses of texts, summarizing authors' points, and substantiating arguments on either side of an

issue. 2. The interdisciplinary approach exposes students to a tremendous breadth of sources (in the form of mostly short texts): Marx, Freud, Nietzsche, Durkheim, Camus, Stephen Jay Gould, ancient Hawaiian religious chant, a Maya creation myth, excerpts from the Bible, 4th-century mystics, plus anthropologists' writings on myth and ritual. With guided class discussion, students will acquire confidence and facility in their ability to read, understand, and evaluate the diverse sources. 3. The course is designed to challenge students by modeling critical thinking and requiring them to apply rational, evidence-based analysis to the material. 4. Religious diversity and religious division form one of the most pressing moral issues of our time. My experience as an anthropologist teaching undergraduates convinces me that learning about religious and cultural diversity has profound effects on the ways that students view their social world and the world in general. They become aware that their own beliefs may be radically different from others' and, since this is an anthropology course, they will be taught about ethnocentrism, cultural relativism, and tolerance. 5. The course compares religious orientations found in our own society and compares non-theistic quasi-religious groups such as Unitarians and the Ethical Cultural Society with denominations that believe in a present, personal God. In one "field trip," a representative at the Storrs Society of Friends has agreed to host a class visit and present Quaker beliefs and worship. 6. The diversity of historical and cultural contexts is very evident in the reading list and in above replies. Varieties of religious belief and experience are the core subject matter of this course.

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**

"Analyzing Religion" utilizes characteristic concepts and methods of the social sciences. Firstly, the course views religion as a shared, collective institution with cultural and political dimensions. Secondly, the methodological approach views human institutions as complex structures made up of inter-related sub-systems and components. In this case, the components are cultural-ideological (theology, mythology, cosmology), social (power hierarchies, inequality based on gender, ritual purity, or departure from orthodoxy), and behavioral (ritual performance, prophetic speech). Thirdly, this course addresses the classic social-science problematic of ideology in relation to practical action. Religion is presented not as a static belief system, but as a motivation and arena for action, particularly political activism and resistance. This discussion will range from revitalization and millenarian movements to the national political power of evangelical Christianity in the U.S.

- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**

"Analyzing Religion" addresses inter-relationships between the phenomena listed in criteria 4 and 5. Today's religious conflicts (focusing on Hindu-Muslim and Buddhist-Rohingya) are inseparable from human rights issues. However, the course most strongly embodies the goals of the first two criteria. Religious diversity is treated more broadly than, say, in my "World Religions" course. This course teaches varieties of religious orientation that are found both

within and between the major monotheistic religions. The examples of secular quasi-religions and Anabaptist denominations challenge common definitions of religion. Since this is an Anthropology course developed by a cultural anthropologist, an absolutely basic assumption is that religious ideologies, rituals, institutions, and categories are social and cultural products.

43. International:

Anthropologists characteristically address broad questions about humanity by examining particular empirical cases around the world. Among the examples of religious diversity presented in this course are the indigenous polytheistic religions of the pre-European Hawaiians and Quiche Maya before Spanish conquest, as well as religious beliefs of modern Europeans and North Americans. The section on historical and theological connections between the Abrahamic faiths necessarily ranges widely in time and across a geographic swath, from Neolithic Mesopotamia to present-day North America.

e. **Q course:**

f. **W course:**

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed

YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

I CANNOT UPLOAD the SYLLABUS: it is wiped off the form no matter how many times I upload & save it. I will have to transmit it separately. Please instruct.

ADMIN COMMENT:

NewCA2/CA4-INT_9/24/15kcp.



ANALYZING RELIGION (ANTH 2400)

HONORS CORE COURSE

SYLLABUS

Course and Instructor Information

Course Title: ANTH 2400. Honors Core: Analyzing Religion
[day/time/classroom]

Credits: 3

Instructor: **Professor Jocelyn Linnekin**
Jocelyn.Linnekin@uconn.edu
Department of Anthropology, U-1176
Office (429 Beach Hall) 486-0067 or (messages) 486-2137

Course Description:

This course is an interdisciplinary introduction to the academic study of religion. The goal of the course is to provide students with intellectual frameworks for understanding religion as a human institution. Students will learn conceptual tools for analyzing religious phenomena in their cultural, social, historical, and political contexts, and will consider prominent rationalist, psychological, and modernist critiques of 'religion' and religious belief. A typical class session will consist of a presentation by the professor, a student-led critical discussion of issues and texts, and/or a group exercise. Active, engaged participation in class activities is expected of all students.

Course Objectives

By the end of the course students will be able to:

- cite, compare, and evaluate several definitions of religion;
- identify and explain major theories of religion drawn from different disciplines (including functionalist, cultural/interpretive, Marxist, psychoanalytic, and ecological-evolutionist);
- explain and evaluate atheistic critiques of "religion" (including those of Bertrand Russell, Nietzsche, and the existentialists);
- identify and provide examples of the components commonly found in religions cross-culturally (cosmology, myth, theology, ritual, sacrificial offerings, key symbols, sacred texts, sacred space);
- explain, and illustrate with cultural-historical examples, how religion has operated as a means of political resistance in colonial and post-colonial situations;
- identify, describe, and provide specific examples of contrasting religious orientations (including mystical, rationalist, charismatic, and fundamentalist);
- trace historical relationships and compare theological models among the three Abrahamic religions;
- formulate and evaluate arguments on both sides of the "science *versus* religion" debate.

v. 6-Oct-14

Course Requirements and Grading

The final course grade will be based on the following factors:

Mid-term exam	15%
Final exam	25%
Quizzes (four)	20%
Assignments, projects, in-class exercises	30%
Class participation	10%

FAQ (FREQUENTLY ASKED QUESTIONS):

Q. How do I figure out the reading schedule?

A. The readings for each topic should be completed the end of the week(s) in which that subject is covered in class, as listed on the syllabus. All of the material posted under **Course Materials** on the web site, listed for access under **Web Links**, or handed out in class is part of the required reading for the course.

Q. How do I get an 'A'?

A. Attend class regularly, come on time, and (especially) be prepared to discuss the readings. Do the readings by the dates listed in the schedule. If you miss class, it is YOUR responsibility to get notes from another student. Please do not ask the professor to provide class notes.

Q. What are the quizzes and exams like?

A. Assessments will ask you to define key concepts and/or to answer discussion-type questions in short essays (one to two paragraphs in length). A quiz might consist of five or six definitions, or two discussion questions. A significant grading criterion for essay-type questions is how well you substantiate your arguments with material from the course. Some assessments may be take-home and/or open-book. Study guides for the Mid-term and Final Exam will be posted on the class web site.

Q. What is HuskyCT?

A. HuskyCT is the online platform for our course web site; please log in as soon as possible to be sure that you are properly registered for the class. You should see this course listed when you log in. The syllabus, announcements, class "overheads," study guides, assignments, and required short readings (accessible under **Library Resources**) will be available on the HuskyCT site. There is also a **Discussion Board** that you will be required to use for certain assignments. To monitor your progress in the class, see **My Grades**. University students are expected to demonstrate competency in computer technology. See the [Computer Technology Competencies](#) page for more information. If you have trouble logging on or using any other HuskyCT function, please ask *the technical support specialists* for help.

Grading Scale for the Final Course Grade: [NOTE: In order to receive Honors credit for this course, you must attain at least a B- overall grade.]

Grade	Letter Grade	GPA
93-100	A	4.0

Grade	Letter Grade	GPA
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

IMPORTANT: Policy on missed assessments: If you miss an exam or scheduled quiz and want to request a make-up, you *must* inform Prof. Linnekin by email *or* leave a telephone message with the department office (486-2137) **before the exam/quiz begins** AND you must produce a written note from your doctor, parent, advisor, or some other authority, or receive a failing grade on that assessment. Lateness in completing assignments will also be penalized unless you have a documented excuse.

YOUR INSTRUCTOR is Jocelyn Linnekin, Professor of Anthropology, Affiliate Faculty in Women's Studies, member of the Faculty of Latin American and Caribbean Studies, and Coordinator of the Religion Minor. My office is 429 Beach Hall. My direct office line is 486-0067 but if you wish to leave a message please do so through our department administrator at 486-2137. If need be, papers/assignments may be dropped off in 438 Beach, the Anthropology Department office. Please use **Class Mail/Messages** on our HuskyCT site to contact me about matters relating to the course. Office hours will be announced (posted on the class web site) during the first week of classes.

Required Texts

REQUIRED TEXTS (available at the UConn Co-op) and Readings

Cunningham, Lawrence S., and John Kelsay. 2013. *The Sacred Quest: An Invitation to the Study of Religion*. Sixth edition. Pearson.

Pals, Daniel L. 2006. *Eight Theories of Religion*. 2nd edition. Oxford University Press.

Tedlock, Dennis, ed. and trans. 1996. *Popol Vuh: The Mayan Book of the Dawn of Life*. Simon & Schuster (Touchstone).

Armstrong, Karen. 1993. *A History of God: The 4000-Year Quest of Judaism, Christianity and Islam*. Ballantine Books.

Dixon, Thomas. 2008. *Science and Religion: A Very Short Introduction*. Oxford.

Cyber-packet of shorter readings: Instead of a published anthology, this course uses a "cyber-packet" of short articles and book chapters. The readings are listed below with full bibliographic information after the Course Outline. Some are available on the Internet; others can be accessed through the **Library Resources** tool on the web site. Material on web sites listed under **Web Links** is also **required reading** for the course.

Course Outline

Week / Topic / Assigned Readings:

1. Course introduction. Defining 'religion.' Must religion reference the supernatural? Is theism essential? Is religion *irrational* or *non-rational*? Sacred and profane.
READ: *The Sacred Quest* Introduction, Chapters 1, 2, 3; Gould article; excerpts from Otto, Eliade, Durkheim.
- 2-3. Theories of religion: functionalist, psychoanalytic, Marxist, cultural/interpretive, ecological-evolutionist (Harris).
READ: Pals (whole book); shorter readings by Durkheim, Marx, Freud, Harris, Evans-Pritchard, Geertz.
-- **Quiz #1** after week 2.

4. Atheistic critiques.

READ: Essays by: Spinoza, Goldman, Nietzsche, Russell, Sartre, Camus.

-- **Quiz #2** after week 4.

5-6. What constitutes 'religion'? Components, sub-systems, and phenomena: cosmology, myth, theology, ritual, sacrificial offerings, texts, sacred space.

READ: *The Sacred Quest*, Chapters 4, 5; Tedlock, *Popol Vuh*. Short readings in Bible and by Beckwith and Valeri.

7. Religion as resistance to colonial conquest, capitalism, and globalization. Nativistic & cultural revival movements.

READ: *The Sacred Quest*, Chapter 6; articles by Wallace, Jorgensen, Ong.

Film: "Gogodala: A Cultural Revival?"

→ **MID-TERM EXAM**

8. 'Religion' without God or ritual? Anabaptist, non-trinitarian, non-theistic denominations and quasi-religious ethics-based groups: Society of Friends (Quakers), Unitarian Universalism, Ethical Culture, Secular Humanism.

READ: *The Sacred Quest*, Chapters 7 and 8; web-based materials (sites of denominations & societies).

Activity: Guided visit to Storrs Friends Meeting House.

9. Comparing religious orientations and the "varieties of religious experience": mystical, rationalist, charismatic, fundamentalist.

READ: Armstrong, *A History of God*--Introduction, Chapter 1; readings by Gregory of Nyssa, Pseudo-Dionysius, Cooper, Luhrmann, Taylor.

Film: "Friends of God: A Road Trip"

-- **Quiz #3.**

10-11. The Abrahamic religions: historical relationships and comparative theology.

READ: Finish Armstrong book.

12. Contemporary fundamentalism(s) and religious conflicts. Religious politics in the U.S. and elsewhere (including India and Myanmar).

READ: *The Sacred Quest*, Ch. 9; Harding reading; News media stories.

-- **Quiz #4.**

13-14. The "science-versus-religion" debate.

READ: Dixon (whole book); readings by Sagan, Polkinghorne, Taylor.

Film: Interview with Richard Dawkins (online—see Web Links).

→ **FINAL EXAM (cumulative)**

Readings: Detailed Schedule

Note: Some of the assigned readings are no longer covered by copyright and are freely available on the web. If no web link is given for the item, access it through the **Library Resources** tool on the class HuskyCT site.

Week 1. Course introduction.

Cunningham and Kelsay, *The Sacred Quest*, Introduction and Chapters 1, 2, and 3 (pp. 1-53).

Rudolf Otto. 1958 [1923]. *The Idea of the Holy*. Chapters II, III, IV. Oxford & New York: Oxford University Press, pp. 5-24.

Mircea Eliade. 1987 [1957]. *The Sacred and the Profane*. Introduction, Chapter 1 (part). Willard R. Trask, trans. New York: Harcourt, pp. 8-29.

Stephen Jay Gould. 1997. "Non-overlapping Magisteria." *Natural History* 106(2):16-26.

Emile Durkheim. 1995 [1912]. *Elementary Forms of the Religious Life*. Karen E. Fields, trans. New York: The Free Press. Book I, Chapter 1 Sections I & II, pp.22-33. Full text online at: http://www.gutenberg.org/files/41360/41360-h/41360-h.htm#Page_24

Weeks 2-3. Theories of religion.

Daniel Pals. *Eight Theories of Religion*. Whole book.

Emile Durkheim. 1995 [1912]. *Elementary Forms of the Religious Life*. Karen E. Fields, trans. New York: The Free Press. Introduction, pp.8-17 (top). Available online at:

<http://www.gutenberg.org/files/41360/41360-h/41360-h.htm#INTRODUCTION>

AND Book II, Chapter 7 Section II, pp.208-216. Online at:

http://www.gutenberg.org/files/41360/41360-h/41360-h.htm#Page_206

Sigmund Freud. 1927. *The Future of an Illusion*. Chapter IV. Online at:

<http://www.pbs.org/wgbh/questionofgod/ownwords/future1.html>

AND Chapters VII and VII. Online at:

<http://www.pbs.org/wgbh/questionofgod/ownwords/future2.html>

Karl Marx. 1843-44. *A Contribution to the Critique of Hegel's Philosophy of Right*: Introduction, page 1 up until "...into the criticism of politics." Online at:

<https://www.marxists.org/archive/marx/works/1843/critique-hpr/intro.htm>

E. E. Evans-Pritchard. 1937. "The notion of witchcraft explains unfortunate events." *Witchcraft, Oracles and Magic among the Azande* Oxford: the Clarendon Press, pp.18-32.

Clifford Geertz. 1973. "Religion as a Cultural System." *The Interpretation of Cultures*. New York: Basic Books, pp.87-125.

Marvin Harris. 1978. "India's Sacred Cow." *Human Nature*, Feb: 28-36.

4. Atheistic Critiques of Religion.

Benedict de Spinoza. 1997 [ca.1660]. "Theological-Political Treatise." In *The Portable Atheist* Christopher Hitchens ed. Philadelphia: Da Capo Press, pp. 21-25.

Friedrich Nietzsche. 1997 [1886]. *Beyond Good and Evil*. Helen Zimmern, trans. Chapter III "The Religious Mood." Available online at:

<http://www.gutenberg.org/files/4363/4363-h/4363-h.htm#link2HCH0003>

Nietzsche. 2005 [1888]. *The Anti-Christ: A Curse on Christianity*, Sections 15-27.

Online at: <http://www.gutenberg.org/files/19322/19322-h/19322-h.htm>

Emma Goldman. 1997 [ca. 1919]. "The Philosophy of Atheism." In *The Portable Atheist* Christopher Hitchens ed. Philadelphia: Da Capo Press, pp.129-134.

Russell, Bertrand. 1957 [1930]. "Has Religion Made Useful Contributions to Civilization?" In *Why I Am Not a Christian*. Paul Edwards, ed. New York: Simon and Schuster, pp. 24-37 and 42-47.

Jean-Paul Sartre. 1946. "Existentialism is a Humanism." Lecture. Full text online at:

<https://www.marxists.org/reference/archive/sartre/works/exist/sartre.htm>

Albert Camus. 1942. "The Myth of Sisyphus." Full text online at: <http://dbanach.com/sisyphus.htm>

5-6. What constitutes religion? Theology, cosmology, myth, ritual, space, text.

The Sacred Quest, Chapters 4, 5 (pp.55-84).

Tedlock, *Popol Vuh* (whole book).

Martha Beckwith ed. and trans. 1972 [1951]. *The Kumulipo: A Hawaiian Creation Chant*. Honolulu: University Press of Hawaii, pp. 58-67.

Book of Exodus Chs. 25-30; Leviticus Chs. 6-8. (Online [Bible](#) available as Web Link.)

Valerio Valeri. 1985. *Kingship and Sacrifice: Ritual and Society in Ancient Hawaii*. Paula Wissing, trans. Chicago: University of Chicago Press, pp. 234-243, 256-262.

7. Religion as Resistance.

The Sacred Quest, Chapter 6 (pp.85-100).

Anthony Wallace. 1956. "Revitalization Movements." *American Anthropologist* 58(2): 264-281.

J. Jorgensen. 1986. "Ghost Dance, Bear Dance, and Sun Dance." *Handbook of North American Indians* Vol. 11, Great Basin. W. d'Azevedo ed., pp. 660-72. Washington: Smithsonian Inst.

Aihwa Ong. 1988. "The Production of Possession: Spirits and the Multinational Corporation in Malaysia." *American Ethnologist* 15(1): 28-42.

8. 'Religion' without God or ritual?

The Sacred Quest, Chapters 7 and 8 (pp.101-132).

Self-presentations and doctrinal texts of the Society of Friends, Unitarian Universalists, Society for Ethical Culture, Secular Humanists: web links to be posted.

9. Comparing religious orientations.

Armstrong, *A History of God*, Introduction, Chapter 1 (pp.3-39).

Gospel according to John 1:1-18. (Link to online [Bible](#) under Web Links.)

Gregory of Nyssa. ca. 390 CE. *The Life of Moses*. Book Two, Sections 19-26, 162-164, 225-239. Online and in various editions, including: Louis Dupré and James Wiseman eds. 2001. *Light from Light: An Anthology of Christian Mysticism*. New York & Mahwah NJ: Paulist Press, pp. 47-52.

[optional: "Sermon Six on the Beatitudes." Ibid. pp. 41-46.]

Pseudo-Dionysius, a/k/a Dionysius the Areopagite. 6th century CE. *The Mystical Theology*. Full text online at: <http://www.esotericarchives.com/oracle/dionys1.htm>

David A. Cooper. 1997. *God Is a Verb: Kabbalah and the Practice of Mystical Judaism*. New York: Riverhead Books, pp.54-58, 61-77.

T. M. Luhrmann. 2012. *When God Talks Back: Understanding the American Evangelical Relationship with God*. New York: Vintage Books, pp.3-15, 60-71, 267-278.

Barbara Brown Taylor. 1998. *When God Is Silent*. Cambridge, Mass.: Cowley Publications, pp. 65-80.

10-11. The Abrahamic religions.

Finish Armstrong, *A History of God*.

12. Contemporary fundamentalisms and religious conflicts.

The Sacred Quest, Chapter 9 (pp.133-146).

Susan Harding. 2000. "Chapter Two. Fundamentalist Exile." *The Book of Jerry Falwell: Fundamentalist Language and Politics*. Princeton University Press.

News media stories: web links to be posted.

13-14. The "Science versus Religion" debate.

Dixon, *Science and Religion: A Very Short Introduction*. Whole book.

Carl Sagan. 2007. "The God Hypothesis." *The Portable Atheist* ed. Christopher Hitchens. Philadelphia: Da Capo Press, pp. 226-238.

John Polkinghorne. 1998. *Belief in God in an Age of Science*, Chapter 1. New Haven: Yale University Press, pp. 1-24.

Barbara Brown Taylor. 2000. *The Luminous Web: Essays on Science and Religion*, Chapter 2. Cambridge, Mass.: Cowley Publications, pp.17-32.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview of important standards, policies and resources.

Student Code:

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#) at all times. Review and become familiar with these expectations. In particular, make sure you have read the section on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)

→ **Academic dishonesty** (cheating, plagiarism, presenting someone else's words or work as your own) will not be tolerated in this class, and will be prosecuted to the fullest allowable extent. As a student, it is your responsibility to know what constitutes plagiarism and avoid it, or risk a failing grade in the course. If you are unclear about the definition of plagiarism, consult the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [Instructional Module about Plagiarism](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citation, and writing resources)

Copyright:

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Communication and "Netiquette":

At all times, course communications with the professor and fellow students must be professional and courteous. Do not address a faculty member by his or her first name unless you are invited to do so. Be sure to proofread all your written communications (even email messages) and (especially) assignments. Poor preparation is discourteous. Grammar and spelling checkers are easily available; use them before

hitting 'Enter.' If you need a netiquette refresher, please consult this guide: [The Core Rules of Netiquette](#).

Adding or Dropping a Course:

If you should decide to drop the course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor that you intend to drop does not constitute an official withdrawal from the course. That must be done through the Registrar's office. For more information, refer to the [Undergraduate Catalog](#).

Academic Calendar:

The [Academic Calendar](#) contains important university-wide semester dates & deadlines.

Academic Support Resources:

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

Students with Disabilities:

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send a letter directly to the professor so that special arrangements can be made. (Note: Student requests for accommodation must be filed for each class every semester.)

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness \(OIRE\)](#).

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: September 10th, 2015
2. Department requesting this course: LCL
3. Semester and year in which course will be first offered: Fall 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!

3275. An Introduction to Chinese Linguistics
Three credits. Prerequisite: CHIN 1112.
Introduction to Chinese phonetics, phonology, morphology, syntax, writing system, and sociolinguistic aspects.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: CHIN
2. Course Number: 3275
3. Course Title: An introduction to Chinese linguistics
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Optional Items

6. Pattern of instruction, if not standard: Lecture
7. Prerequisites, if applicable: Chinese 1112 and consent of instructor.
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable: no.
9. Exclusions, if applicable: no.
10. Repetition for credit, if applicable: no.
11. Skill codes "W", "Q" or "C":
12. S/U grading:

Justification

1. Reasons for adding this course: This course is to help second language learners and native speakers better understand Chinese language, its phonetics/phonology, morphology, syntax, writing system and sociolinguistic issues. The course will facilitate L2 learners' language acquisition and L1 speakers' understanding of their mother

tongue.

2. Academic merit: To help students understand the linguistic universals.
3. Overlapping courses and departments consulted: Linguistics
4. Number of students expected: 20
5. Number and size of sections: 1
6. Effects on other departments: no
7. Effects on regional campuses: no
8. Staffing: Chunsheng Yang

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: 9-26-2015
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person: Prof.
Chunsheng Yang, chunsheng.yang@uconn.edu, 860-486-9240

Syllabus

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

CHIN 3275: An Introduction to Chinese Linguistics

Textbooks:

Chaofen Sun. 2006. *Chinese: A Linguistic Introduction*. Cambridge University Press. [ISBN: 0-521-53082-2]

Other References:

Charles N. Li and Sandra A. Thompson. 1981. *Mandarin Chinese: A Functional Reference Grammar*. Berkeley: U. of California Press.

Jerry Norman. 1988. *Chinese*. Cambridge University Press.

William S-Y. Wang and Chaofen Sun (editors). 2015. *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press.

Course Description:

Investigation of the phonology, morphology, syntax, semantics, lexicon, and writing system of the Chinese language; and exploration of some topics relating language to such topics as cognition, society, and gender. The course is taught in English.

Course Objectives:

This course is designed to familiarize second language learners of Chinese and anyone interested in Chinese with some basic knowledge of the structure of Mandarin (modern standard) Chinese.

Students are expected at the end of the course to have gained a basic knowledge of the linguistic structure of Chinese as well as some information on such topics as the Chinese writing system and the interaction of language and society. An undergraduate student with a strong Chinese language background should also be able to apply knowledge gained in the course to conduct more advanced research on linguistic issues.

The course will be conducted through lectures combined with class discussions of assigned readings, individual and small-group assignments in class, and students' presentation of homework assignments and their individual research project.

Course requirement:

Preparation

Students are expected to prepare the material before coming to class. The preparation is crucial in this course. Success largely depends on students' preparation.

Class Discussion

You are expected to attend every class and participate in class discussions actively.

Frequent absences and tardiness without proper reason will influence the instructors' evaluation of your grade.

Test and Final Project

There is a midterm and one final research project on any topic related to Chinese language.

Homework

There will be three homework assignments. Homework also includes reading before class and preparing for class discussion.

Course Evaluation:

1. Attendance & preparation: 20%;
2. Homework assignments: 20 %;
3. Lead two discussions: 10%;
4. Mid-term: 20%;
5. Final project: 30%

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: 9/4/2015
2. Department requesting this course: Mathematics
3. Nature of Proposed Change: Prerequisite change
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.)

Current Catalog Copy

1060Q. Precalculus

Three credits. Recommended preparation: MATH 1011Q or the equivalent, and a qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120, 1125Q, or 1131Q. Students may not receive credit for this course and MATH 1040Q.

Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and Trigonometric functions.

Proposed Catalog Copy

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

1060Q. Precalculus

Three credits. Prerequisite: A qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120, 1125Q, or 1131Q. Students may not receive credit for this course and MATH 1040Q.

Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and Trigonometric functions.

Justification

1. [Reasons for changing this course](#): We propose adding a prerequisite of a qualifying placement score since too many students are taking the course who are insufficiently prepared. A qualifying score will ensure that the student is ready to succeed in Precalculus and following mathematics courses.
2. Effect on Department's curriculum: none
3. Other departments consulted: the College of Agriculture, Health and Natural Resources, and the School of Nursing.
4. [Effects on other departments](#): Certain majors in CAHNR require either MATH 1060Q or Calculus. For those in Nursing, MATH 1060Q is one of several options for a requirement. The students who do not obtain a qualifying placement score will have resources at their disposal to improve their score in a subsequent placement exam. Both CAHNR and the School of Nursing supported this change.
5. Effects on regional campuses: The prerequisite of a qualifying placement score will also affect those students taking MATH 1060Q at regional campuses. Those students who do not qualify will have access to online resources to improve their scores.
6. [Staffing](#): none

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: 9/15/2015
Department Faculty: 9/8/2015
2. Name, Phone Number, and e-mail address of principal contact person:
David Gross, 486-1292, david.gross@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: [July 20, 2015](#)
2. Department or Program: [Mathematics](#)
3. Title of Major: [this involves all majors in the department](#)
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: [to add a "W in the major" course](#)

Existing Catalog Description of Major

The last sentence of the preamble to the math majors:

To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, or 3796W.

Proposed Catalog Description of Major

The last sentence of the preamble to the math majors:

To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 2194W, [2710W](#), 2720W, 2794W, or 3796W.

Justification

1. Reasons for changing the major: [This was meant to be done when we created the course which starts in Fall 2015. We are correcting that error. Serving as a W in the major is the only reason why the W version of Math 2710 was created.](#)
2. Effects on students: [additional option in satisfying the W in the major requirement](#)
3. Effects on other departments: [none](#)
4. Effects on regional campuses: [none](#)
5. [Dates approved](#) by
Department Curriculum Committee: 9/1/2015
Department Faculty: 9/8/2015
6. Name, Phone Number, and e-mail address of principal contact person:
David Gross, 486-1292, david.gross@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.

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: 9/4/2015
2. Department requesting this course: Mathematics
3. Nature of Proposed Change: Prerequisite change
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.)

Current Catalog Copy

3160. Probability

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

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

Proposed Catalog Copy

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

3160. Probability

Three credits. Prerequisite: MATH 2110Q, 2130Q or 2143Q.

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

Justification

1. [Reasons for changing this course](#): An inordinate number of students are asking to take the Math 2110Q concurrently with Math 3160 without knowing the risks and not being strong enough to do so successfully. The added distraction during add/drop is becoming untenable. With the increase in temporary faculty who don't have access to PeopleSoft records, it's adding an increasing burden on the department administration.

2. Effect on Department's curriculum: none

3. Other departments consulted: none
4. [Effects on other departments](#): none
5. Effects on regional campuses: none
6. [Staffing](#): none

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: 9/1/2015
Department Faculty: 9/8/2015
2. Name, Phone Number, and e-mail address of principal contact person:
David Gross, 486-1292, david.gross@uconn.edu

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: 9/16/2015
2. Department requesting this course: Mathematics
3. Semester and year in which course will be first offered: as soon as possible

Final Catalog Listing

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

2793. Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for MATH 1793, 2793 and 3793 together).

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: MATH
2. Course Number: 2793
3. Course Title: Foreign Study
4. Number of Credits: variable
5. Course Description (second paragraph of catalog entry): None

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":
12. S/U grading:

Justification

1. Reasons for adding this course: There are times when a course taken through Study

Abroad is a definite sophomore level course. Up until now, we've simply chosen one of Math 1793 or 3793 since they were the only choices. It would be convenient and more descriptive to have a Foreign Study course at the sophomore level as well.

2. Academic merit:
3. Overlapping courses and departments consulted: none
4. Number of students expected: only a few and only every so often.
5. Number and size of sections:
6. Effects on other departments: none
7. Effects on regional campuses: none
8. Staffing: none

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:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:
David Gross, david.gross@uconn.edu, 486-1292

Syllabus

A syllabus for the new course must be attached to your submission email.
Attaching a syllabus is not applicable for this course.

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:
2. Department requesting this course:
3. Nature of Proposed Change:
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

1793. Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May be repeated for credit (to a maximum of 15 for [MATH 1793](#) and [3793](#) together).

Proposed Catalog Copy

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

1793. Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May be repeated for credit (to a maximum of 15 for [MATH 1793](#), [2793](#) and [3793](#) together).

Justification

1. [Reasons for changing this course](#): none
2. Effect on Department's curriculum: none
3. Other departments consulted: none
4. [Effects on other departments](#): none
5. Effects on regional campuses: none
6. [Staffing](#): none

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:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:
David Gross, david.gross@uconn.edu, 486-1292

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: 9/16/2015
2. Department requesting this course: Mathematics
3. Nature of Proposed Change: change in limit of maximum credits that can be earned due to the creation of Math 2793
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

3793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for [MATH 1793](#) and [3793](#) together).

Proposed Catalog Copy

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

3793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for [MATH 1793](#), [2793](#) and [3793](#) together).

Justification

1. **Reasons for changing this course:** to accommodate the creation of Math 2793 and its effect on the maximum allowable number of credits when this is repeated.
2. Effect on Department's curriculum: none

3. Other departments consulted: none
4. [Effects on other departments](#): none
5. Effects on regional campuses: none
6. [Staffing](#): none

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:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:
David Gross, david.gross@uconn.edu, 486-1292.

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: 9/16/2015
2. Department requesting this course: Mathematics
3. Nature of Proposed Change: change in limit of maximum credits that can be earned due to the creation of Math 2793
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

3793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for [MATH 1793](#) and [3793](#) together).

Proposed Catalog Copy

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

3793. Foreign Study

Credit and hours by arrangement. Prerequisite: Consent of the Department Head or Undergraduate Coordinator required, normally before the student's departure. May count toward the major with consent of the Advisor and either the Department Head or Undergraduate Coordinator. May be repeated for credit (to a maximum of 15 for [MATH 1793](#), [2793](#) and [3793](#) together).

Justification

1. [Reasons for changing this course](#): to accommodate the creation of Math 2793 and its effect on the maximum allowable number of credits when this is repeated.
2. Effect on Department's curriculum: none

3. Other departments consulted: none
4. [Effects on other departments](#): none
5. Effects on regional campuses: none
6. [Staffing](#): none

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:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:
David Gross, david.gross@uconn.edu, 486-1292.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 9-27-2015
2. Department or Program: LCL
3. Title of Minor: Italian Literary and Cultural Studies
4. Effective Date (semester, year): Spring 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: Eliminate the two track (literary studies vs. cultural studies) system in the Italian minor, and reorganize minor to simplify and make it more flexible.

Existing Catalog Description of Minor

(1: Literary Studies track)

Italian Literary Studies

This minor requires the completion of 18 credits in 2000-level or above courses. All of the courses listed below require ILCS 1145, 1146, 1147, 1148, or the equivalent, as prerequisites, but these language courses do not count toward the minor.

Students must complete a minimum of 6 courses (the equivalent of 18 credits) to be chosen among the following: ILCS 3237, 3238, 3239, 3240, 3243, 3244, 3245, 3246, 3247, 3250, 3251–3252, 3253, 3254, 3259, 3261, 3262, 3270, 4279.

The minor is offered by the Literatures, Cultures, and Languages Department.

(2: Cultural Studies Track)

Italian Cultural Studies

Students electing this minor must complete 18 credits from the following:

Three courses in Italian Literature and/or cinema in English: ILCS 3255W, 3256, 3258/W, 3260W. ILCS 3239, 3240, 3247, 3270 and 4279 may also count.

Three courses to be chosen from the following: HIST 3325, 3370, 3460, 3463, 4994W; or ARTH 3320W or 3340W

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 1147.

The minor is offered by the Department of Literatures, Cultures, and Languages.

Proposed Catalog Description of Minor

Italian Literary and Cultural Studies

The minor allows students to pursue a traditional concentration in Italian literary studies, but also allows them to take advanced coursework in Italian Language, Communication, and Cultural studies. (All 3000-level coursework on Italian cinema may also be counted towards the minor in Film Studies).

Italian courses comprise two main groups:

Group 1 (Literature): ILCS 3237, 3238, 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3253, 3254, 3255W, 3256, 3261, 3262, 3293, 3295, 3298, 4279

Group 2 (Language, Communication, and Culture): 3239, 3240, 3255W, 3258/W, 3260W, 3270, 3293, 3295, 3298, 4279

For the minor in Italian, students must take 18 credits of ILCS courses numbered 2000, 3000 or 4000 and according to the following guidelines:

- A. At least one composition course (ILCS 3239 or 3240 or 3293):
- B. One introductory or literary survey course (ILCS 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3256, 3261, 3262, 3293, 3295, 3298):
- C. Four courses taken from Groups 1 or 2 (which are not used to satisfy requirements A or B). No more than three of these four courses may be taken from the same group:
- D. Only one W course may be counted as part of the 18 required Italian credits for the minor.
- E. Education Abroad in Italy

Students are strongly encouraged to participate in a variety of UConn-sponsored Education Abroad programs (and also have the option of enrolling in non-sponsored programs). In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not

sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 6 credits taken in any study abroad program may count toward a minor in Italian at this University.

In addition, the following rules apply:

- A minimum of 12 of the minor credits must consist of Italian courses taken in residence. Up to 6 credits may be met by ILCS 3293, with the consent of the advisor.
- UConn's Early College Experience courses may be counted towards the minor.
- A single course cannot satisfy more than one requirement.

Justification

1. Reasons for changing the minor: The old two track system created confusion and delays for students, especially the cultural studies track, which reflected old course offerings from outside departments which are no longer offered on a regular basis. The new minor focuses exclusively on ILCS coursework.
2. Effects on students: Easier and Simpler process, will graduate faster.
3. Effects on other departments: HIST or ARTH may lose 2-3 students per year in some of their 3000-level courses.
4. Effects on regional campuses: None
5. Dates approved by
Department Curriculum Committee: 10-1-2015
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person: Philip Balma, 860-753-1590, philip.balma@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

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

B. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>
(signed) _____ Dept. of <insert name>

Italian Minor Plan of Study (2015)

The minor allows students to pursue a traditional concentration in Italian literary studies, but also allows them to take advanced coursework in Italian Language, Communication, and Cultural studies. (All 3000-level coursework on Italian cinema may also be counted towards the minor in Film Studies).

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

Italian courses comprise two main groups:

Group 1 (Literature): ILCS 3237, 3238, 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3253, 3254, 3255W, 3256, 3261, 3262, 3293, 3295, 3298, 4279

Group 2 (Language, Communication, and Culture): 3239, 3240, 3255W, 3258/W, 3260W, 3270, 3293, 3295, 3298, 4279

For the minor in Italian, students must take 18 credits of ILCS courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. At least one composition course (ILCS 3239 or 3240 or 3293): _____

B. One introductory or literary survey course (ILCS 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3256, 3261, 3262, 3293, 3295, 3298): _____

C. Four courses taken from Groups 1 or 2 (which are not used to satisfy requirements A or B). No more than three of these four courses may be taken from the same group:

D. Only one W course may be counted as part of the previous 18 required Italian credits for the minor.

E. Education Abroad in Italy

Students are strongly encouraged to participate in a variety of UConn-sponsored Education Abroad programs (and also have the option of enrolling in non-sponsored programs). In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 6 credits taken in any study abroad program may count toward a minor in Italian at this University.

In addition, the following rules apply:

- A minimum of 12 of the minor credits must consist of Italian courses taken in residence. Up to 6 credits may be met by ILCS 3293, with the consent of the advisor.
- UConn's Early College Experience courses may be counted towards the minor.
- A single course cannot satisfy more than one requirement.

CATALOG YEAR _____ STUDENT I.D. _____

STUDENT NAME _____

MINOR ADVISOR _____

I approve the above program for the Minor in Italian Literary and Cultural Studies
(signed) _____

Dept. of Literatures, Cultures & Languages

DATE _____

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 9/29/15
2. Department or Program: HDFS
3. Title of Minor: Gerontology
4. **Effective** Date (semester, year): Summer 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: Changing required courses and revision to description of how the minor is administered.

Existing Catalog Description of Minor

Specialized training in aging is available through this minor. The minor offers students preparing for careers in aging the opportunity to pursue a formally recognized program of studying gerontology. The 18-credit minor consists of both course work and field experiences working in community settings serving older adults.

Course Requirements

1. Three required courses (Nine credits): HDFS 2200, 3240, 3249
2. One course (three credits) from the following: HDFS 3252, 3510, 3530; AH 3203
3. Six credits in HDFS 3080: Fieldwork in Community Settings Working with Older Adults Six credits of fieldwork with older adults may consist of either two 3-credit field experiences during different semesters or one 6-credit field experience.

The minor is administered under the auspices of the Center on Aging. Students should contact the Department of Human Development and Family Studies.

Proposed Catalog Description of Minor

Specialized training in aging is available through this minor. The minor offers students preparing for careers in aging the opportunity to pursue a formally recognized program of studying gerontology. The 15-credit minor consists of course work and field experiences working in community settings serving older adults.

Course Requirements

1. Two of the following three courses (Six credits): HDFS 2200, 3240, 3249
2. Three courses (Nine credits) from the following: HDFS 2200*, 3080**, 3092**,

3098, 3240*, 3249*, 3252, 3510, 3530, 4099**; AH 3203; PSYC 3105

*Any course listed above under required and not used to fulfill the required courses may be taken as an elective.

**Only 3 credits from each of these courses may count toward the 9 elective credits.

The minor is administered by the Department of Human Development and Family Studies.

Proposed Catalog Description with Tracked Changes

Specialized training in aging is available through this minor. The minor offers students preparing for careers in aging the opportunity to pursue a formally recognized program of studying gerontology. The 15-credit minor consists of course work and field experiences working in community settings serving older adults.

Course Requirements

1. Two of the following three courses (Six credits): HDFS 2200, 3240, 3249
2. Three courses (Nine credits) from the following: HDFS 2200*, 3080**, 3092**, 3098, 3240*, 3249*, 3252, 3510, 3530, 4099**; AH 3203; PSYC 3105

*Any course listed above under required and not used to fulfill the required courses may be taken as an elective.

**Only 3 credits from each of these courses may count toward the 9 elective credits.

The minor is administered by the Department of Human Development and Family Studies.

Justification

1. Reasons for changing the minor: Changes in faculty in the department due to retirements have made it difficult to offer/staff some of the courses originally required for the minor, making it difficult for students to complete the minor. The new required and elective courses still meet the original intent of the minor while at the same time being more flexible and allowing students to complete the minor in a timely fashion.

Also, the Center on Aging no longer exists, and so the minor is administered by the Department of Human Development and Family Studies.

2. Effects on students: Changing the required courses will make it easier for students to complete the minor.

3. Effects on other departments: Other departments have been consulted as to whether they have any courses they would like included as options in the minor. No such courses are required, but departments stating they have suitable courses and who are willing to be included have been included in the possible course options that students may take.

4. Effects on regional campuses: HDFS is offered as a major at 4 regional

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Deleted: 3. Six credits in HDFS 3080: Fieldwork in Community Settings Working with Older Adults

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Deleted: Six credits of fieldwork with older adults may consist of either two 3-credit field experiences during different semesters or one 6-credit field experience.

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Deleted: under the auspices of the Center on Aging. Students should contact

campuses; these changes will also make the minor more feasible for completion by students at the regional campuses.

5. **Dates approved** by

Department Curriculum Committee:

Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Laura Donorfio, laura.donorfio@uconn.edu, 203-236-9837

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

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

B. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>
(signed) _____ Dept. of <insert name>



Department of Human Development & Family Studies

UNDERGRADUATE MINOR IN GERONTOLOGY APPLICATION

INSTRUCTIONS TO STUDENT: PLEASE PRINT INFORMATION REQUESTED AND SIGN WHERE INDICATED. PLEASE COMPLETE THIS SIDE WHEN GERONTOLOGY MINOR IS STARTED AND THE OTHER SIDE WHEN COMPLETED. GIVE 1 COPY TO THE STUDENT SERVICES CENTER, FS 123, AND KEEP THE ORIGINAL FOR YOUR FILES.

Name _____ PeopleSoft # _____

Permanent Address _____ Phone _____

Local Address _____

E-mail Address _____

The University of Connecticut Campus You Are Currently Registered _____

Number of Credits You Have Earned _____

School/College _____ Department _____ Major _____

Expected Graduation Date _____

Signature of Student _____ Date _____

Advisor's Signature _____ Date _____

**THE UNIVERSITY OF CONNECTICUT
DEPARTMENT OF HUMAN DEVELOPMENT & FAMILY STUDIES**

**UNDERGRADUATE MINOR IN GERONTOLOGY
FINAL PLAN OF STUDY**

Name _____ PeopleSoft # _____ Date of Graduation: _____

Requirements Completed: May _____ December _____ Summer _____

UNDERGRADUATE MINOR IN GERONTOLOGY REQUIREMENTS: 15 Credits*

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

REQUIRED COURSES: 6 Credits (2 of 3 below)

- _____ HDFS2200—Adulthood & Aging
- _____ HDFS3240—Aging in American Society
- _____ HDFS3249—Gender & Aging

ELECTIVE COURSES: 9 Credits

- _____ HDFS _____ (Any above-listed course not used as a requirement may be used as an elective)
- _____ HDFS3080—Fieldwork in Aging**
- _____ HDFS3092—Research Practicum in Aging**
- _____ HDFS3098—Selected Topics (in Aging)
- _____ HDFS3252—Death & Dying
- _____ HDFS3510—Planning & Managing Human Services
- _____ HDFS3530—Public Policy and The Family
- _____ HDFS4099—Independent Study in Aging**

**Only 3 credits from each of these courses may count toward the 9 elective credits.

COURSES OUTSIDE DEPARTMENT:

- _____ AH3203—Aging-Implications for Health Professionals
- _____ PSYCH3105-Health Psychology

Student Signature _____

Date _____

**I approve the above program for the Minor in Gerontology
Signature** _____

Date _____

Department of Human Development and Family Studies

PLEASE NOTE: WHEN COMPLETED, GIVE 1 COPY TO THE STUDENT SERVICES CENTER, FS 123, AND KEEP THE ORIGINAL FOR YOUR FILES.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 9/29/15
2. Department or Program: Human Development and Family Studies
3. Title of Major: Human Development and Family Studies
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: Change to requirements of major, based on addition of new W courses

Existing Catalog Description of Major

Students in the Human Development and Family Studies major must complete the following requirements: HDFS 1070; PSYC 1100, 1103 (or 1101); SOCI 1001 or HDFS 1060; and STAT 1000Q or STAT 1100Q (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of HDFS 2004W and one of the following HDFS 4007W, 4087W or 4181W.

The major in Human Development and Family Studies requires 46 credits at the 2000-level or above including 34 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: HDFS 2001, 2004W, 2100, 2200, 2300 and one of the following 4007W, 4087W or 4181W.

This major must include the completion of one of the following courses: HDFS 3520, 3530, 3540, 3550.

This major also must include at least 12 credits from the following courses. HDFS 3042, 3083*, 3087, 3092**, 3095, 3098, 3101, 3102, 3103, 3110, 3120, 3122, 3123, 3125, 3240, 3249, 3250, 3252, 3261, 3268, 3277, 3310, 3311, 3319, 3340, 3341, 3342, 3343, 3420, 3421, 3423, 3430, 3431, 3433, 3442, 3473, 3510, 3520, 3530,

3540, 3550, 4004, 4097, 4255. These 12 credits may include elections from among the four courses listed above (HDFS 3520, 3530, 3540, 3550), if not applied to satisfaction of the foregoing requirement.

* No more than 6 credits can be counted toward the 12 selected credits.

** No more than 3 credits can be counted toward the 12 selected credits.

Proposed Catalog Description of Major

Students in the Human Development and Family Studies major must complete the following requirements: HDFS 1070; PSYC 1100, 1103 (or 1101); SOCI 1001 or HDFS 1060; and STAT 1000Q or STAT 1100Q (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of HDFS 2004W and one of the following: HDFS 3311/W, 3540/W, 4007W, 4087W, or 4181W.

The major in Human Development and Family Studies requires 43 credits at the 2000-level or above including 31 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: HDFS 2001, 2004W, 2100, 2200, and 2300.

This major must include the completion of one of the following courses: HDFS 3520, 3530, 3540, 3550.

This major must include completion of one of the following courses as a second W: 3311/W, 3540/W, 4007W, 4087W, or 4181W.

This major also must include at least 12 credits from the following courses. HDFS 3042, 3083*, 3092**, 3095, 3098, 3101, 3102, 3103, 3110, 3120, 3122, 3123, 3125, 3240, 3249, 3250, 3252, 3261, 3268, 3277, 3310, 3311/W, 3319, 3340, 3341, 3342, 3343, 3420, 3421, 3423, 3430, 3431, 3433, 3442, 3473, 3510, 3520, 3530, 3540/W, 3550, 4004, 4007W, 4255. These 12 credits may include elections from among HDFS 3520, 3530, 3540/W, 3550 if not applied to satisfaction of the Policy requirement.

* No more than 6 credits can be counted toward the 12 selected credits.

** No more than 3 credits can be counted toward the 12 selected credits.

Proposed Catalog Description of Major with Changes

Students in the Human Development and Family Studies major must complete the following requirements: HDFS 1070; PSYC 1100, 1103 (or 1101); SOCI 1001 or

HDFS 1060; and STAT 1000Q or STAT 1100Q (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of HDFS 2004W and one of the following: HDFS [3311/W](#), [3540/W](#), 4007W, 4087W, or 4181W.

The major in Human Development and Family Studies requires **43** credits at the 2000-level or above including **31** credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: HDFS 2001, 2004W, 2100, 2200, **and** 2300.

This major must include the completion of one of the following courses: HDFS 3520, 3530, 3540, 3550.

This major must include completion of one of the following courses as a second W: [3311/W](#), [3540/W](#), [4007W](#), [4087W](#), or [4181W](#).

This major also must include at least 12 credits from the following courses. HDFS 3042, 3083*, 3087, 3092**, 3095, 3098, 3101, 3102, 3103, 3110, 3120, 3122, 3123, 3125, 3240, 3249, 3250, 3252, 3261, 3268, 3277, 3310, [3311/W](#), 3319, 3340, 3341, 3342, 3343, 3420, 3421, 3423, 3430, 3431, 3433, 3442, 3473, 3510, 3520, 3530, [3540/W](#), 3550, 4004, [4007W](#), 4255. These 12 credits may include elections from among HDFS 3520, 3530, [3540/W](#), 3550, if not applied to satisfaction of the **Policy** requirement.

* No more than 6 credits can be counted toward the 12 selected credits.

** No more than 3 credits can be counted toward the 12 selected credits.

Justification

1. Reasons for changing the major: With the addition of more W courses being offered in HDFS, 4007W, 4087W, and 4181W are no longer the only W courses that students can take to fulfill the second W requirement. In addition, one of the new W's is a Policy course (a segment of required courses in HDFS). If the possible second Ws remained listed under the "required" courses, and students took the Policy W course, then students would face a conflict with the Policy W being allowed to count towards their policy requirement, or the W, but not both, or being 3 credits "short" despite having fulfilled the requirements. Removing the possible second W courses from the required course list solves this issue. HDFS also has one of the larger numbers of required credits in CLAS (originally 46 credits, 34 towards the major). Taking the second W out of the required courses drops our required credits to 43, 31 being towards the major, which is more in line with other CLAS departments.

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2. Effects on students: These changes make it easier for students to complete the major and all requirements and give greater flexibility in fulfilling the second W and Policy requirements.
3. Effects on other departments: None; this is essentially just a change in the plan of study for HDFS.
4. Effects on regional campuses: This will make it easier for regional campus students to fulfill the HDFS requirements as well by giving them more flexibility and having fewer overall required credits, as courses are offered with less frequency/regularity at the regional campuses than at the Storrs campus.
5. [Dates approved](#) by
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person: Kari Adamsons, 6-8971, kari.adamsons@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.

**Human Development and Family Studies
Plan of Study 2015-2016 Catalog**

Date: _____

Name: _____ Student ID (PeopleSoft) Number: _____
 Permanent Address: _____ Permanent Phone: _____
 Date of Admission: UConn: _____ HDFS: _____ Catalog Yr: _____ Email Address: _____
 Date of Graduation: May _____ December: _____ Summer: _____ Minor: _____ Total GPA: _____ Major GPA _____

General Education Requirements: The general education requirements are clearly indicated in the University of Connecticut catalog. Students are responsible for all credit restrictions that apply to their programs. **PLEASE NOTE:** Not all courses and credits taken will be listed on this plan. **HOWEVER, you must have 120 credits to graduate.** No courses taken on PASS/FAIL may be used for General Education or Major Requirements. For each course listed, record the grade received and the semester during which the class was taken. Use TR to indicate all transfer credit courses.

SECOND LANGUAGE- In a single second language, ONE of the following:

- a. 3 years high school. List as indicated on the official transcript: _____
- b. Two yrs (4 semesters) of college level study,
- c. 2 yrs high school plus passing the 2nd year (Intermediate) UConn level, or
- d. Successful completion of language equivalency exam

Dept.	Course#	Course Description	Grade	Semester
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

COURSES IN CONTENT AREAS 1, 2 & 3 MUST BE TAKEN IN 6 DIFFERENT ACADEMIC UNITS

Content Area 1 - Arts and Humanities – 5 courses (15 credits)

Must have one from areas A through D, and must be taken in four different departments/academic units: A) Arts, B) Literature, C) History, D) Philosophical and Ethical Analysis, E) World Cultures

Dept.	Course#	Area	Course Description	Grade	Semester
_____	_____	A	_____	_____	_____
_____	_____	B	_____	_____	_____
_____	_____	C	_____	_____	_____
_____	_____	D	_____	_____	_____
_____	_____	_____	_____	_____	_____

WRITING COMPETENCY

ENGL 1010, ENGL 1011, or English 2011, followed by 2 W courses
 (Students must take 2004W followed by one additional upper level HDFS W listed below)

Dept.	Course#	Course Description	Grade	Semester
ENGL	1010	Seminar in Academic Writing	_____	_____
ENGL	1011	Sem. in Writing through Literature	_____	_____
ENGL	2011	Honors I: Approaches to Literature	_____	_____

HDFS 2004W Research Methods in HDFS
 Second HDFS W-course: One of the Following
 HDFS 3311/W, 3540/W, 4007W, 4087W, or 4181W*

QUANTITATIVE COMPETENCY

3 Q courses, at least one of which must be in Mathematics or Statistics

Dept.	Course#	Course Description	Grade	Semester
_____	Q	_____	_____	_____
_____	Q	_____	_____	_____
STAT	1000Q/1100Q	_____	_____	_____

Content Area 2 - Social Sciences – Human Development and Family Studies requires 3 specific courses (9 credits)

HDFS 1070 Individual and Family Development
 PSYC 1101/1103 General Psychology II

Dept.	Course#	Course Description	Grade	Semester
HDFS	1060	Close Relationships	_____	_____
SOCI	1001	Introduction to Sociology	_____	_____

Choose one of the following:

Content Area 3 - Science & Technology – 2 courses from 2 different departments/academic units, at least 1 of which must be a laboratory course.

(Must be a laboratory course)
 PSYC 1100 General Psyc (Required of all HDFS majors)

Content Area 4 - Diversity and Multiculturalism – 2 courses (6 credits) - One of these must be an "International" course. Courses may both come from the same academic unit. Students may use 1 content area 4 course in another content area.

(Must be an international course)
 HDFS 2001 Diversity Issues in HDFS

Requirements:

43 Credits – 31 credits in the HDFS major plus 12 credits in courses logically related to but outside the major as determined by the student’s academic advisor.

Required courses in HDFS: 16 credits

HDFS	2001	Diversity Issues in HDFS	_____	_____
HDFS	2004W	Research Methods in HDFS	_____	_____
HDFS	2100	HD: Infancy through Adolescence	_____	_____
HDFS	2200	HD: Adulthood and Aging	_____	_____
HDFS	2300	Family Interaction Processes	_____	_____

One of the following Courses: 3 credits

HDFS	3520	Legal Aspects of Family Life	_____	_____
HDFS	3530	Public Policy & the Family	_____	_____
HDFS	3540/W	Child Welfare, Law & Social Policy	_____	_____
HDFS	3550	Comparative Family Policy	_____	_____

Selected HDFS courses: 12 credits minimum

HDFS	3042	Baseball and Society	_____	_____
HDFS	3083+	Foreign Study	_____	_____
HDFS	3092#	Research Practicum in HDFS	_____	_____
HDFS	3098	Selected Topics in HDFS	_____	_____
HDFS	3101	Infant & Toddler Development	_____	_____
HDFS	3102	Early & Middle Childhood Dev.	_____	_____
HDFS	3103	Adolescent Development	_____	_____
HDFS	3110	Social & Community Influence	_____	_____
HDFS	3120	Intro to Programs for Young Chldrn	_____	_____
HDFS	3122	Integ. Curr. For Infants & Toddlers	_____	_____
HDFS	3123	Integ. Curr. For Preschool & Kind.	_____	_____
HDFS	3125	Emergent Literacy & Lang in ECE	_____	_____
HDFS	3126	Analysis Prgms Young Chldrn	_____	_____
HDFS	3130	Current Topics in Early Child. Ed.	_____	_____
HDFS	3240	Aging in American Society	_____	_____
HDFS	3249	Gender and Aging	_____	_____
HDFS	3250	Disabilities: A Lifespan Perspective	_____	_____
HDFS	3251	Biotech, Disability, and the Family	_____	_____
HDFS	3252	Death, Dying, & Bereavement	_____	_____
HDFS	3261	Men and Masculinity	_____	_____
HDFS	3268	Latinos: Sexuality and Gender	_____	_____
HDFS	3277	Issues in Human Sexuality	_____	_____
HDFS	3310	Parent-Child Rel. Cultural Pers.	_____	_____
HDFS	3311/W	Parenthood & Parenting	_____	_____
HDFS	3319	Risk and Resilience in Indiv. & Fam.	_____	_____
HDFS	3340	Individual & Family Interventions	_____	_____
HDFS	3341	Family & Consumer Sciences	_____	_____
HDFS	3342	Family Resource Management	_____	_____
HDFS	3343	Family Life Education	_____	_____

HDFS	3420	Abuse and Violence in Families	_____	_____
HDFS	3421	Low Income Families	_____	_____
HDFS	3423	History of the Family	_____	_____
HDFS	3430	Family-School Partnership	_____	_____
HDFS	3431	Family & Work	_____	_____
HDFS	3432	Family in Society	_____	_____
HDFS	3433	Consumer Rights & Responsibilities	_____	_____
HDFS	3442	Latino Health and Health Care	_____	_____
HDFS	3473	Asian-Pacific American Families	_____	_____
HDFS	3510	Planning & Managing Human Serv	_____	_____
HDFS	3520**	Legal Aspects of Family Life	_____	_____
HDFS	3530**	Public Policy and the Family	_____	_____
HDFS	3540/W**	Child Welfare, Law and Social Policy	_____	_____
HDFS	3550**	Comparative Family Policy	_____	_____
HDFS	4004	Senior Sem. in Research Methods	_____	_____
HDFS	4007W	Professional Communication	_____	_____
HDFS	4133	Admin. & Leadership Programs	_____	_____
HDFS	4255	Living with Chronic Illness	_____	_____

*Declared Early Childhood and Honors HDFS students please check with your advisors.

** Any of these courses not used to fulfill the 3 credits in the policy category are allowed for completion of the 12 credits

+ No more than 6 credits may be taken in this course

#No more than 3 credits may be used for completion of the 12 credits

Additional courses that can be taken as credit towards graduation:

HDFS	3080	Supervised Field Experience	_____	_____
HDFS	3087	Honors Proseminar (2 credits)	_____	_____
HDFS	3180	Programs for Young Children	_____	_____
HDFS	3181	Observing Infant/Toddler Dev.	_____	_____
HDFS	3182	Observ. Early & Middle Chldhd Dev	_____	_____
HDFS	3183	Child Dev. Lab:FieldworkPracticum	_____	_____
HDFS	4087W	Honors Thesis	_____	_____
HDFS	4097	Honors Thesis Prep. Sem (2 credits)	_____	_____
HDFS	4099	Independent Study for Undergrad.	_____	_____
HDFS	4181W	Child Dev. Lab: Suprvsd Teaching	_____	_____
HDFS	4182	Admin/Ldrshp EC Prog: Practicum	_____	_____

Credits in a Related Area: 12 credits minimum (must be 2000 level or higher)

No more than 3 credits for related fieldwork, internships, research or peer counseling courses

<u>Dept.</u>	<u>Course#</u>	<u>Course Description</u>	<u>Grade</u>	<u>Semester</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

TOTAL DEGREE CREDITS FOR GRADUATION _____ (Minimum of 120)

Date: _____

ADVISOR'S SIGNATURE _____

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: Oct 1, 2015
2. Department or Program: Psychology
3. Title of Major: Psychology
4. Effective Date (semester, year): January, 2016
5. Nature of change: Department name change to "Psychological Sciences"

Existing Catalog Description of Major

Psychology

Course descriptions

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year.

Suggested courses include [BIOL 1102](#), [1107](#), or [1108](#); [ANTH 1006](#) or [2000](#); and [SOC 1001](#). If at all possible, majors should take [STAT 1100Q](#) (or [1000Q](#)) by their third semester.

A maximum of seven 2000-level or above transfer credits in Psychology may count toward the major upon approval of the Transfer Coordinator in Psychology.

Up to three credits of [PSYC 3889](#) or [3899](#) can be used, and [PSYC 3880](#) cannot be used.

All Psychology majors are required to take two introductory-level psychology courses – General Psychology I ([PSYC 1100](#)) and either General Psychology II ([1101](#)) or General Psychology II (Enhanced) ([1103](#)) – followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

- **Foundation**
 - [PSYC 2100Q](#) or [2100WQ](#).
- **Area I:** Social, Developmental, Clinical, & Industrial/Organizational
 - [PSYC 2300](#) or [2300W](#), [2301](#), [2400](#), [2600](#), [2700](#).
- **Area II:** (Experimental & Behavioral Neuroscience)
 - [PSYC 2200](#), [2500](#), [2501](#), [3201](#), [3500](#), [3501](#).

- **Area III:** Cross Area (I and II)
 - [PSYC 2110, 2201, 3100](#) or [3100W, 3102, 3105, 3400, 3601](#) or [3601W](#).
- **Area IV:** Advanced & Specialty Lecture Courses (includes Area III courses except for [PSYC 3100](#) and [3100W](#))
 - [PSYC 2101, 2110, 2201, 2701, 3101, 3102, 3103, 3104, 3105, 3106](#) or [3106W, 3200](#) or [3200W, 3300](#) or [3300W, 3301, 3370, 3400, 3402W, 3470](#) or [3470W, 3502, 3600](#) or [3600W, 3601](#) or [3601W, 3670](#) or [3670W, 3770](#) or [3770W, 3883, 3884, 3885](#).
- **Laboratory Courses**
 - [PSYC 3150, 3250](#) or [3250W, 3251](#) or [3251W, 3252, 3253, 3350W, 3450W, 3550W, 3551W](#), [3552, 3750](#) or [3750W](#).
- **Research**
 - [PSYC 3889, 3899, 4197W](#).

Tracks

After completing [PSYC 1100](#) and [1101](#) (or [1103](#)), students must select one of our tracks for their major:

1. Bachelor of Arts: Standard
2. Bachelor of Science: Standard
3. Bachelor of Arts: Research Concentration
4. Bachelor of Science: Research Concentration
5. Bachelor of Arts: Honors
6. Bachelor of Science: Honors

The requirements for each of these tracks are as follows:

- B.A./B.S.: Standard
- [B.A./B.S.: Research](#)
- [B.A./B.S.: Honors](#)

Bachelor of Arts: Standard

25 PSYC credits, including: [2100Q](#) or [2100WQ](#), Two Area I courses, Two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: [2100Q](#) or [2100WQ](#), Two Area I courses, Two Area II courses, One Area III course, Two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, [COMM 3100](#) (Persuasion), [EPSY 3010](#) (Educational Psychology), and [HDFS 2100](#) (Human Development: Infancy through Adolescence) may not be used.

Computer Technology

To satisfy the computer technology competency, all students must pass [PSYC 2100Q/2100WQ](#). Other courses that will further enhance competency in computer technology include [PSYC 3250W](#), [3251W](#), [3350W](#), [3450W](#), [3550W](#), [3889](#), [3899](#), and [4197W](#).

Information Literacy

To satisfy the information literacy competency, all students must pass [PSYC 2100Q/2100WQ](#). Other courses that will further enhance competency in information literacy include [PSYC 1100](#), [1103](#), [3250W](#), [3251W](#), [3350W](#), [3450W](#), [3550W](#), [3889](#), [3899](#), and [4197W](#).

Writing in the Major

To satisfy *the writing in the major requirement*, all students must pass [PSYC 2100WQ](#). Other courses that will further help students develop writing skills in psychological science are [PSYC 2300W](#), [3100W](#), [3106W](#), [3200W](#), [3250W](#), [3251W](#), [3300W](#), [3350W](#), [3402W](#), [3450W](#), [3470W](#), [3550W](#), [3551W](#), [3600W](#), [3670W](#), [3750W](#), [3770W](#), and [4197W](#). For students who have taken [PSYC 2100Q](#) rather than [2100WQ](#), any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in [Psychology](#). A minor in [Neuroscience](#) is offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the [Minors](#) section.

Psychology also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under [Linguistics](#).

Proposed Catalog Description of Major

Psychological Sciences

[Course descriptions](#)

The [Department of Psychological Sciences](#) recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 1102, 1107, or 1108; ANTH 1006 or 2000; and SOCI 1001. If at all possible, majors should take STAT 1100Q (or 1000Q) by their third semester.

A maximum of seven 2000-level or above transfer credits in psychology may count toward the major upon approval of the Transfer Coordinator in the Department of Psychological Sciences.

Up to three credits of PSYC 3889 or 3899 can be used, and PSYC 3880 cannot be used.

All Department of Psychological Sciences majors are required to take two introductory-level psychology courses – General Psychology I (PSYC 1100) and either General Psychology II (1101) or General Psychology II (Enhanced) (1103) – followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

- **Foundation**
 - PSYC 2100Q or 2100WQ.
- **Area I:** Social, Developmental, Clinical, & Industrial/Organizational
 - PSYC 2300 or 2300W, 2301, 2400, 2600, 2700.
- **Area II:** (Experimental & Behavioral Neuroscience)
 - PSYC 2200, 2500, 2501, 3201, 3500, 3501.
- **Area III:** Cross Area (I and II)
 - PSYC 2110, 2201, 3100 or 3100W, 3102, 3105, 3400, 3601 or 3601W.
- **Area IV:** Advanced & Specialty Lecture Courses (includes Area III courses except for PSYC 3100 and 3100W)
 - PSYC 2101, 2110, 2201, 2701, 3101, 3102, 3103, 3104, 3105, 3106 or 3106W, 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3400, 3402W, 3470 or 3470W, 3502, 3600 or 3600W, 3601 or 3601W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885.
- **Laboratory Courses**
 - PSYC 3150, 3250 or 3250W, 3251 or 3251W, 3252, 3253, 3350W, 3450W, 3550W, 3551W, 3552, 3750 or 3750W.
- **Research**
 - PSYC 3889, 3899, 4197W.

Tracks

After completing PSYC 1100 and 1101 (or 1103), students must select one of our tracks for their major:

1. Bachelor of Arts: Standard
2. Bachelor of Science: Standard
3. Bachelor of Arts: Research Concentration
4. Bachelor of Science: Research Concentration

5. Bachelor of Arts: Honors
6. Bachelor of Science: Honors

The requirements for each of these tracks are as follows:

- B.A./B.S.: Standard
- [B.A./B.S.: Research](#)
- [B.A./B.S.: Honors](#)

Bachelor of Arts: Standard

25 PSYC credits, including: [2100Q](#) or [2100WQ](#), Two Area I courses, Two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: [2100Q](#) or [2100WQ](#), Two Area I courses, Two Area II courses, One Area III course, Two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, [COMM 3100](#)(Persuasion), [EPSY 3010](#) (Educational Psychology), and [HDFS 2100](#) (Human Development: Infancy through Adolescence) may not be used.

Computer Technology

To satisfy the computer technology competency, all students must pass [PSYC 2100Q/2100WQ](#). Other courses that will further enhance competency in computer technology include [PSYC 3250W](#), [3251W](#), [3350W](#), [3450W](#), [3550W](#), [3889](#), [3899](#), and [4197W](#).

Information Literacy

To satisfy the information literacy competency, all students must pass [PSYC 2100Q/2100WQ](#). Other courses that will further enhance competency in information literacy include [PSYC 1100](#), [1103](#), [3250W](#), [3251W](#), [3350W](#), [3450W](#), [3550W](#), [3889](#), [3899](#), and [4197W](#).

Writing in the Major

To satisfy *the writing in the major requirement*, all students must pass [PSYC 2100WQ](#). Other courses that will further help students develop writing skills in psychological science are [PSYC 2300W](#), [3100W](#), [3106W](#), [3200W](#), [3250W](#), [3251W](#), [3300W](#), [3350W](#), [3402W](#), [3450W](#), [3470W](#), [3550W](#), [3551W](#), [3600W](#), [3670W](#), [3750W](#), [3770W](#), and [4197W](#). For students who have taken [PSYC 2100Q](#) rather than [2100WQ](#), any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in [Psychological Sciences](#). A minor in [Neuroscience](#) is offered jointly by the [Department of Psychological Sciences](#) and the [Department of Physiology and Neurobiology](#). Both programs are described in the [Minors](#) section.

The [Department of Psychological Sciences](#) also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under [Linguistics](#).

Justification

1. Reasons for changing the major: There was growing concern that the increased diversity of scientific research within the Psychology Department was no longer well represented by the name "psychology," a name that people often associate with clinical psychology only. In addition to our Clinical Division, we in fact have divisions in Behavioral Neuroscience, Developmental Psychology, Perception, Action & Cognition (Ecological; Language and Cognition), Industrial/Organizational Psychology, Neurosciences (Interdepartmental), and Social Psychology. Following months of open discussion, e-mail exchanges and use of an electronic forum dedicated to this question, a decision was made to have Departmental Faculty vote on the name change before it was officially adopted. It can also be noted that similar renaming efforts have occurred at other reputable institutions (e.g., Purdue, Indiana, Boston University, Northern Arizona).
2. Effects on students: Students are likely to benefit from a title that places greater emphasis on science in the field of psychology, and one which distinguishes it from narrower domains of psychology.
3. Effects on other departments: None
4. Effects on regional campuses: Some minor signage changes may be needed.
5. Dates approved by
Department Curriculum Committee:
Department Faculty: Sept. 30, 2015 (approved at annual departmental meeting)
7. Name, Phone Number, and e-mail address of principal contact person:
Robert Henning, Robert.henning@uconn.edu, 6-5918

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.

N/A

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: Oct 1, 2015
2. Department or Program: Psychology (to become Psychological Sciences)
3. Title of Minor: Psychology (to become Psychological Sciences)
4. Effective Date (semester, year): Jan 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:

Existing Catalog Description of Minor

Minors: Psychology

Psychology

All Psychology Minors are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

- **Foundation**
 - [2100Q](#) or [2100WQ](#)
- **Area I**
 - Social, Developmental, Clinical, & Industrial/Organizational: [2300/W,2301](#), [2400](#), [2600](#), [2700](#)
- **Area II**
 - Experimental & Behavioral Neuroscience: [2200](#), [2500](#), [2501,3201](#) (EEB [3201](#)), [3500](#), [3501](#)
- **Area III**
 - Cross Area (I and II): [2110](#), [2201,3100/W](#), [3102](#), [3105](#), [3400](#), [3601](#)
- **Area IV**
 - Advanced and Specialty Lecture Courses: [2101](#), [2701](#), [3101](#), [3103](#) (COMM [3103](#)), [3104](#), [3106/W](#) (AFRA [3106/W](#)), [3200/W](#), [3300/W](#), [3301](#), [3370](#), [3402W](#), [3470/W](#), [3502](#), [3600/W](#), [3670/W](#), [3770/W](#), [3883](#), [3884,3885](#)
- **Laboratory Courses**
 - [3150](#), [3250/W](#), [3251/W](#), [3252](#), [3253](#), [3350W](#), [3450W](#), [3550W](#), [3551W](#), [3552](#), [3750/W](#)
- **Research**

- 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

- One Area I course
- One Area II course
- Any three additional 2000-level and above Psychology courses listed above.

No more than three credits of either [PSYC 3889](#) or [3899](#) may be counted toward the minor. [PSYC 3880](#) cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives.

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

Proposed Catalog Description of Minor

Minors: [Psychological Sciences](#)

[Psychological Sciences](#)

[Students seeking to complete a minor](#) in [Psychological Sciences](#) are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

- **Foundation**
 - [2100Q](#) or [2100WQ](#)
- **Area I**
 - Social, Developmental, Clinical, & Industrial/Organizational: [2300/W](#), [2301](#), [2400](#), [2600](#), [2700](#)
- **Area II**
 - Experimental & Behavioral Neuroscience: [2200](#), [2500](#), [2501](#), [3201](#) ([EEB 3201](#)), [3500](#), [3501](#)
- **Area III**
 - Cross Area (I and II): [2110](#), [2201](#), [3100/W](#), [3102](#), [3105](#), [3400](#), [3601](#)
- **Area IV**
 - Advanced and Specialty Lecture Courses: [2101](#), [2701](#), [3101](#), [3103](#) ([COMM 3103](#)), [3104](#), [3106/W](#) ([AFRA 3106/W](#)), [3200/W](#), [3300/W](#), [3301](#), [3370](#), [3402W](#), [3470/W](#), [3502](#), [3600/W](#), [3670/W](#), [3770/W](#), [3883](#), [3884](#), [3885](#)
- **Laboratory Courses**

- [3150](#), [3250/W](#), [3251/W](#), [3252](#), [3253](#), [3350W](#), [3450W](#), [3550W](#), [3551W](#), [3552](#), [3750/W](#)
- **Research**
 - [3889](#), [3899](#), [4197W](#)

The requirements for the Minor in Psychology are as follows:

- One Area I course
- One Area II course
- Any three additional 2000-level and above Psychology courses listed above.

No more than three credits of either [PSYC 3889](#) or [3899](#) may be counted toward the minor. [PSYC 3880](#) cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives.

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

Justification

1. Reasons for changing the minor: There was growing concern that the increased diversity of scientific research within the Psychology Department was no longer well represented by the name "psychology," a name that people often associate with clinical psychology only. In addition to our Clinical Division, we in fact have divisions in Behavioral Neuroscience, Developmental Psychology, Perception, Action & Cognition (Ecological; Language and Cognition), Industrial/Organizational Psychology, Neurosciences (Interdepartmental), and Social Psychology. Following months of open discussion, e-mail exchanges and use of an electronic forum dedicated to this question, a decision was made to have Departmental Faculty vote on the name change before it was officially adopted. It can also be noted that similar renaming efforts have occurred at other reputable institutions (e.g., Purdue, Indiana, Boston University, Northern Arizona).
2. Effects on students: Students are likely to benefit from a title that places greater emphasis on science in the field of psychology, and one which distinguishes it from narrower domains of psychology.
3. Effects on other departments: None
4. Effects on regional campuses: Some minor signage changes may be needed.
5. Dates approved by
 - Department Curriculum Committee:
 - Department Faculty: Sept. 30, 2015 (approved at annual departmental meeting)
6. Name, Phone Number, and e-mail address of principal contact person:
 - Robert Henning, Robert.henning@uconn.edu, 6-5918

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

N/A (there is no change in the requirements)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Graduate Major

Last revised: September 24, 2013

1. Date: Oct 2, 2015
2. Department or Program: Psychology
3. Title of Major: Psychology
4. Effective Date (semester, year): Jan, 2016
5. Nature of change: Change title of major to "Psychological Sciences"

Existing Catalog Description of Major

Psychology

Department Head

Professor James Green

Associate Department Head and Coordinator of Research and Resources

Professor Janet Barnes-Farrell

Associate Department Head and Coordinator of Undergraduate Studies

Associate Professor James Chrobak

Associate Department Head Coordinator of Graduate Studies

Etan Markus

Distinguished Professors

Fein, Fisher, and Salamone

Professors

Blanton, Burton, Carello, Chaffin, Cruess, Fitch, Gibbons, Johnson, Kalichman, Large, Leach, Lillo-Martin, Miller, Naigles, Park, Pratto, Pugh, Swadlow, Volgushev

Associate Professors

Astur, Barton, Bortfeld, Dixon, Eigsti, Gorin, Henning, Magley, Magnuson, Marsh, Mellor, Milan, Quinn, Read, Rueckl, Tabor, Treadwell, Williams

Assistant Professors

Altmann, Chen, Coppola, Cuevas, Dalal, Davis, Frank, Landi, Ramirez-Esparza, Sheya, Smith, Stevenson, Yee

The Department of Psychology offers study leading to the degree of Doctor of Philosophy (Ph.D.) in the several areas described below. There is a pervading emphasis on the acquisition of a general background in research findings and theoretical interpretations. All students are expected to conduct independent research projects prior to their dissertation research. Opportunities are provided for pre-professional experience in undergraduate teaching, research on grant-supported projects, and research and applied opportunities with clinical agencies. The Departmental website is <http://psychology.uconn.edu>

Behavioral Neuroscience

This area of concentration offers study that focuses on the biological basis of behavior, through research participation, seminars, and formal course work. Research programs make use of a variety of approaches – of neurophysiology, neurochemistry, neuroanatomy, neuroendocrinology, genetics, ethology, and behavioral analysis – to study problems in sensation, perception, emotion, motivation, learning, motor activity, aggression, sex differences, reproductive behavior, communication, brain lateralization, and the organization of sensory cortex.

Clinical Psychology

The clinical program is designed to produce psychologists able to work on a scientific and professional level, with special competence in research, psychological assessment, and therapy. At least one year of internship at an approved facility is required. The program has APA accreditation. The program emphasizes both child/family and adult interventions and provides opportunity to pursue concentration in child psychology, health psychology, and neuropsychology.

Developmental Psychology

The program provides training in how experiential and maturational processes, broadly defined, continually influence each other to shape developmental trajectories and outcomes. Current faculty members are unified by a focus on the critical role that contexts play in the processes that govern the emergence and organization of behavior during development. Emphasis is on breadth of training in developmental content areas, including the development of auditory processing, the perceptual abilities of typically developing infants and consequences of deprivation, socioemotional development in the contexts of peer relationships and parent-child interaction, the acquisition and emergence of linguistic structure and meaning, and similarities and differences in the development of typical and atypical children.

Perception/Action/Cognition

Two areas of specialized study are offered: (1) the ecological approach to perception and action, and (2) language and cognition. Facilities exist for research and training on many

topics, including: the perceptual control of action, coordinated movement, psycholinguistics, speech perception and production, neurobiological and psychophysical studies, and the philosophical and theoretical foundations of perception, action, and cognition. Emphasis in psycholinguistics is provided in cooperation with the Department of Linguistics.

Industrial/Organizational Psychology

This area of concentration is concerned with the application of psychological methods and principles to understanding human behavior in work settings. Students can choose to emphasize personnel psychology, organizational psychology, occupational health psychology, or human factors/ergonomics in their research and course work. All students take the same core courses in the first year of study, and all students are required to be actively engaged in research during their entire course of study. An approved one-year field research experience is required.

Neurosciences

This is an interdisciplinary area of concentration. Neuroscience is concerned with the structural and functional characteristics of the nervous system and its relation to the adaptive physiology and behavior of the organism. Students in this program may approach the full range of neuroscience studies through courses and research at the cellular, systemic, and organismic levels. A particular strength of the area is the analysis of behavior, its development, and its neurological bases. This area of concentration is offered in the fields of study of biobehavioral science, pharmaceutical science, physiology, and psychology. Application is made to the preferred field of study, but the applicant must be acceptable to the Neurosciences Committee.

Social Psychology

The Social Psychology program emphasizes theory-based approaches to social issues (e.g., health, inequality, politics, discrimination) with multiple theoretical perspectives, methods, and levels of analysis (individual, dyad, group, intergroup, culture, society, world, ecology). Thus, the curriculum integrates rigor with relevance. A recent comparison ranked the program 11th in citation impact in the U.S. (Nosek et al., 2010), reflecting the intense research activity of the faculty, students, and staff. In addition to a wide range of extramural and intramural funding, graduate training is supported by a National Institute of Mental Health training grant in the social processes of HIV/AIDS.

Admission Requirements

Well qualified candidates are encouraged to apply for the Ph.D. degree. Requirements for admission include basic courses in statistics, general psychology, and any of several sub-areas within psychology. Applicants must present scores on the three parts of the general Graduate Record Examination.

The online application for admission may be accessed through the Graduate School website at: <http://grad.uconn.edu/prospective/online.html>. There is not a separate application for Psychology; however, the Psychology Department requires application materials in addition to the materials required by the Graduate School. The Psychology Department admissions

requirements and procedures may be found on the department website at: <http://psych.uconn.edu/graduate/index.php>.

The application deadline for Clinical Psychology is December 1. The application deadline for Social Psychology and Industrial/Organizational Psychology is December 15. The deadline for all other Psychology graduate programs is January 1. For questions regarding graduate programs, please send an email to psychgrad@uconn.edu or call 860-486-2057.

Facilities

Research facilities include multiple research laboratories for conducting research in the various sub-areas of psychology. Capabilities include video, body and eye tracking analysis, large scale surveys, infant and child labs, human EEG and ERP, theoretical and computer modeling, dedicated space for the recoding and analysis of social interaction with digital video, a virtual reality lab in CHIP, and animal laboratories. Developmental research is carried out both at laboratories in Psychology as well as via cooperative relationships with the Child Development Laboratories in the Department of Human Development and Family Studies, and with a number of local school systems across the State of Connecticut. In addition, there are research collaborations across departments, and at affiliated research institutions such as MRI research at Haskins Laboratories (New Haven), the Institute of Living (Hartford), the Institute for Systems Genomics, and the University of Connecticut Health Center (Farmington). The program also has new space for the Psychological Services Clinic, an on-site training clinic which provides therapy and assessment services to children, adults and families from the local community. The Clinic includes nine treatment rooms equipped with state of the art sound proofing and video-recording equipment, several staff offices and secure records storage.

A wide variety of off-site locations are available for clerkship, practicum and intern training in clinical and industrial-organizational psychology, and for work experience for advanced students in other sub-disciplines. These resources include several national corporations, VA hospitals, community clinics, and trauma centers. Opportunities for work with developmentally disabled individuals living in the community also exist.

Proposed Catalog Description of Major

Psychological Sciences

Psychology

Department Head

Professor James Green

Associate Department Head and Coordinator of Research and Resources

Professor Janet Barnes-Farrell

Associate Department Head and Coordinator of Undergraduate Studies

Professor James Chrobak

Associate Department Head Coordinator of Graduate Studies

Professor *Etan Markus*

Distinguished Professors

Fein, Fisher, Johnson, and Salamone

Professors

Altman, Blanton, Burton, Cruess, Fitch, Gibbons, Kalichman, Large, Leach, Lillo-Martin, Magley, Magnuson, Miller, Naigles, Park, Pratto, Pugh, Quinn, Swadlow, Volgushev

Associate Professors

Astur, Barton, Burke, Dixon, Eigsti, Gorin, Henning, Levy, Marsh, Mellor, Milan, Read, Rueckl, Tabor, Treadwell, Williams

Assistant Professors

Altmann, Chen, Coppola, Cuevas, Dalal, Davis, Fenster, Frank, Landi, Myers, Ramirez-Esparza, Sheya, Smith, Stevenson, Yee

The **Department of Psychological Sciences** offers study leading to the degree of Doctor of Philosophy (Ph.D.) in the several areas described below. There is a pervading emphasis on the acquisition of a general background in research findings and theoretical interpretations. All students are expected to conduct independent research projects prior to their dissertation research. Opportunities are provided for pre-professional experience in undergraduate teaching, research on grant-supported projects, and research and applied opportunities with clinical agencies. The Departmental website is <http://psychology.uconn.edu>.

Behavioral Neuroscience

This area of concentration offers study that focuses on the biological basis of behavior, through research participation, seminars, and formal course work. Research programs make use of a variety of approaches – of neurophysiology, neurochemistry, neuroanatomy, neuroendocrinology, genetics, ethology, and behavioral analysis – to study problems in sensation, perception, emotion, motivation, learning, motor activity, aggression, sex differences, reproductive behavior, communication, brain lateralization, and the organization of sensory cortex.

Clinical Psychology

The clinical program is designed to produce psychologists able to work on a scientific and professional level, with special competence in research, psychological assessment, and therapy. At least one year of internship at an approved facility is required. The program has APA accreditation. The program emphasizes both child/family and adult interventions and

provides opportunity to pursue concentration in child psychology, health psychology, and neuropsychology.

Developmental Psychology

The program provides training in how experiential and maturational processes, broadly defined, continually influence each other to shape developmental trajectories and outcomes. Current faculty members are unified by a focus on the critical role that contexts play in the processes that govern the emergence and organization of behavior during development. Emphasis is on breadth of training in developmental content areas, including the development of auditory processing, the perceptual abilities of typically developing infants and consequences of deprivation, socioemotional development in the contexts of peer relationships and parent-child interaction, the acquisition and emergence of linguistic structure and meaning, and similarities and differences in the development of typical and atypical children.

Perception/Action/Cognition

Two areas of specialized study are offered: (1) the ecological approach to perception and action, and (2) language and cognition. Facilities exist for research and training on many topics, including: the perceptual control of action, coordinated movement, psycholinguistics, speech perception and production, neurobiological and psychophysical studies, and the philosophical and theoretical foundations of perception, action, and cognition. Emphasis in psycholinguistics is provided in cooperation with the Department of Linguistics.

Industrial/Organizational Psychology

This area of concentration is concerned with the application of psychological methods and principles to understanding human behavior in work settings. Students can choose to emphasize personnel psychology, organizational psychology, occupational health psychology, or human factors/ergonomics in their research and course work. All students take the same core courses in the first year of study, and all students are required to be actively engaged in research during their entire course of study. An approved one-year field research experience is required.

Neurosciences

This is an interdisciplinary area of concentration. Neuroscience is concerned with the structural and functional characteristics of the nervous system and its relation to the adaptive physiology and behavior of the organism. Students in this program may approach the full range of neuroscience studies through courses and research at the cellular, systemic, and organismic levels. A particular strength of the area is the analysis of behavior, its development, and its neurological bases. This area of concentration is offered in the fields of study of biobehavioral science, pharmaceutical science, physiology, and **psychological sciences**. Application is made to the preferred field of study, but the applicant must be acceptable to the Neurosciences Committee.

Social Psychology

The Social Psychology program emphasizes theory-based approaches to social issues (e.g., health, inequality, politics, discrimination) with multiple theoretical perspectives, methods, and levels of analysis (individual, dyad, group, intergroup, culture, society, world, ecology). Thus, the curriculum integrates rigor with relevance. A recent comparison ranked the program 11th in citation impact in the U.S. (Nosek et al., 2010), reflecting the intense

research activity of the faculty, students, and staff. In addition to a wide range of extramural and intramural funding, graduate training is supported by a National Institute of Mental Health training grant in the social processes of HIV/AIDS.

Admission Requirements

Well qualified candidates are encouraged to apply for the Ph.D. degree. Requirements for admission include basic courses in statistics, general psychology, and any of several sub-areas within psychology. Applicants must present scores on the three parts of the general Graduate Record Examination.

The online application for admission may be accessed through the Graduate School website at: <http://grad.uconn.edu/prospective/online.html>. There is not a separate application for Psychological Sciences; however, the Department of Psychological Sciences requires application materials in addition to the materials required by the Graduate School. The Department of Psychological Sciences PhD program admissions requirements and procedures may be found on the department website at: <http://grad.psych.uconn.edu/prospective-students/overview/>.

The application deadline for Clinical Psychology is November 15. The application deadline for all other **Psychological Sciences** PhD programs is December 1. For questions regarding graduate programs, please send an email to psychgrad@uconn.edu or call 860-486-3515.

Facilities

Research facilities include multiple research laboratories for conducting research in the various sub-areas of psychology. Capabilities include video, body and eye tracking analysis, large scale surveys, infant and child labs, human EEG, ERP, transcranial magnetic stimulation, and MRI, theoretical and computer modeling, dedicated space for the recoding and analysis of social interaction with digital video, a virtual reality lab in CHIP, and animal laboratories. Developmental research is carried out both at laboratories in the **Department of Psychological Sciences** as well as via cooperative relationships with the Child Development Laboratories in the Department of Human Development and Family Studies, and with a number of local school systems across the State of Connecticut. In addition, there are research collaborations across departments, and at affiliated research institutions such as MRI research at Haskins Laboratories (New Haven), the Institute of Living (Hartford), the Institute for Systems Genomics, the University of Connecticut Health Center (Farmington), and Jackson Labs (Farmington and Bar-Harbor). Psychology recently (2013) completed a \$24 million renovation and expansion plan. The new space includes the Psychological Services Clinic, an on-site training clinic which provides therapy and assessment services to children, adults and families from the local community. The Clinic includes nine treatment rooms equipped with state of the art sound proofing and video-recording equipment, several staff offices and secure records storage.

A wide variety of off-site locations are available for clerkship, practicum and intern training in clinical and industrial-organizational psychology, and for work experience for advanced students in other sub-disciplines. These resources include several national corporations, VA hospitals, community clinics, and trauma centers. Opportunities for work with developmentally disabled individuals living in the community also exist.

Justification

1. Reasons for changing the major: There was growing concern that the increased diversity of scientific research within the Psychology Department was

no longer well represented by the name "psychology," a name that people often associate with clinical psychology only. In addition to our Clinical Division, we in fact have divisions in Behavioral Neuroscience, Developmental Psychology, Perception, Action & Cognition (Ecological; Language and Cognition), Industrial/Organizational Psychology, Neurosciences (Interdepartmental), and Social Psychology. Following months of open discussion, e-mail exchanges and use of an electronic forum dedicated to this question, Departmental Faculty voted anonymously to adopt the name change by a 2/3 majority. It can also be noted that similar renaming efforts have occurred at other reputable institutions (e.g., Purdue, Indiana, Boston University, Northern Arizona).

2. Effects on students: Students are likely to benefit from a title that places greater emphasis on science in the field of psychology, and one which distinguishes it from narrower domains of psychology.

3. Effects on other departments: None

4. Effects on regional campuses: Some minor signage changes may be needed.

5. Dates approved by

Department Curriculum Committee:

Department Faculty: Sept. 30, 2015 (approved at annual departmental meeting)

1. Name, Phone Number, and e-mail address of principal contact person:
Robert Henning, Robert.henning@uconn.edu, 6-5918

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.

N/A

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: 10/1/15
2. Department requesting this course: MARN
3. Nature of Proposed Change: Change title of core course and change number of credits from 2 to 3.
4. Effective Date (semester, year): Spring 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

3801W. Coastal Studies Seminar

Second semester (Avery Point). Two credits. Prerequisite: MARN 2002 and 3001 or instructor consent; ENGL 1010 or 1011 or 2011. Vaudrey

Scientific analysis of coastal zone issues and their interdisciplinary implications. Written analysis and discussion of primary literature.

Proposed Catalog Copy

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

3801W. Marine Sciences and Society

Second semester (Avery Point). Three credits. Prerequisite: MARN 2002 and 3001 or instructor consent; ENGL 1010 or 1011 or 2011.

Scientific analysis of coastal zone issues and interdisciplinary implications for society. Written analysis and discussion of primary literature.

Justification

1. Reasons for changing this course: Change title and description of the course and increase credits to 3 to be consistent with actual content hours.

2. Effect on Department's curriculum: none
3. Other departments consulted: N/A
4. Effects on other departments: N/A
5. Effects on regional campuses: Department located at Avery Point campus
6. Staffing: N/A

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: 9/22/15
Department Faculty: 10/2/2015
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 Undergraduate Course

Last revised: September 24, 2013

1. Date: 10/1/2015
2. Department requesting this course: MARN
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!

3893. International Study

Credits and hours by arrangement up to a maximum of six credits. Prerequisite: Consent of Department Head required, preferably prior to the student's departure. With a change in content, may be repeated for credit.

Special topics in an international study program.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: MARN
2. Course Number: 3893
3. Course Title: International Study
4. Number of Credits: Variable 1-6
5. Course Description (second paragraph of catalog entry): Special topics in an international study program.

Optional Items

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

Justification

1. Reasons for adding this course: **Adding an additional 3000-level International Study offering comparable to 4893 already offered**
2. Academic merit: **Students can get credit for international study courses.**
3. Overlapping courses and departments consulted:
4. Number of students expected:
5. Number and size of sections:
6. Effects on other departments:
7. Effects on regional campuses:
8. Staffing:

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: **9/22/15**
Department Faculty: **10/2/2015**
2. 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.
N/A

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: **10/1/15**
2. Department requesting this course: **MARN**
3. Nature of Proposed Change: **Change title and description to be consistent with CLAS guidelines.**
4. **Effective Date** (semester, year): **Spring 2016**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

4893. Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of Department Head required prior to the student's departure for foreign site. May be repeated for credit.

Special topics in Marine Sciences taken in a foreign study program.

Proposed Catalog Copy

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

4893. International Study

Credits and hours by arrangement up to a maximum of six credits. Prerequisite: Consent of Department Head required, preferably prior to the student's departure. With a change in content, may be repeated for credit.

Special topics in an international study program.

Justification

1. **Reasons for changing this course:** Changing title and description to be consistent with CLAS guidelines and the new 3893 offering. Assure that variable credit from 1-6 allowed.
2. Effect on Department's curriculum: **none**
3. Other departments consulted: **N/A**
4. **Effects on other departments:** **N/A**
5. Effects on regional campuses: **Department located at Avery Point campus**

6. Staffing: N/A

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: **9/22/15**
Department Faculty: **10/2/2015**
2. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

Plan of Study

Bachelor of Arts in Marine Sciences

Student name: _____ Student ID _____ Est. Grad date _____

1000-level requirements

- _____ BIOL 1107 and 1108
- _____ CHEM 1124Q, 1125Q, and 1126Q **or**
_____ CHEM 1127Q and 1128Q
- _____ MATH 1120Q, 1121Q and 1122Q **or**
_____ MATH 1131Q and 1132Q
- _____ PHYS 1201Q and 1202Q **or**
_____ PHYS 1401Q and 1402Q
- _____ MARN 1002 **or** _____ MARN 1003
- _____ STAT 1100Q or other course in data analysis and interpretation approved by the department

Core major requirements

- _____ MARN 2002 _____ MARN 3001
- _____ MARN 3801W _____ MARN 4001
- _____ MARN 4002

Major electives

Three courses must be chosen from the following list of electives. Students may be able to use MARN 3893, MARN 4893, MARN 4895 or other MARN courses towards these electives with prior approval of the Department Head.

- _____ MARN 2060 _____ MARN 3000
- _____ MARN 3012 _____ MARN 3016
- _____ MARN 3014 _____ MARN 3015
- _____ MARN 3017 _____ MARN 3030
- _____ MARN 3230 _____ MARN 3505
- _____ MARN 3060 _____ MARN 3061
- _____ MARN 4030W _____ MARN 4050
- _____ MARN 4060 _____ MARN 4066

Substitute courses, if any:

_____ (Group _____)

_____ (Group _____)

Related area

In consultation with their faculty advisor and a social science faculty member, students choose 6 related area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

_____ 45 credits at the 2000-level or above (minimum)

_____ 120 credits total (minimum)

Signed:

Student Date

Approved:

Advisor Date

Plan of Study

Bachelor of Science in Marine Sciences

Student name: _____ Student ID _____ Est. Grad date _____

1000-level requirements

_____ BIOL 1107 and 1108

_____ CHEM 1124Q, 1125Q, and 1126Q **or**
_____ CHEM 1127Q and 1128Q

_____ MATH 1120Q, 1121Q and 1122Q **or**
_____ MATH 1131Q and 1132Q

_____ PHYS 1201Q and 1202Q **or**
_____ PHYS 1401Q and 1402Q

_____ MARN 1002 **or** _____ MARN 1003

_____ STAT 1100Q or other course in data analysis
and interpretation approved by the department

Substitute courses, if any:

_____ (Group _____)

_____ (Group _____)

_____ (Group _____)

Related area

In consultation with their faculty advisor and a social science faculty member, students choose 4 related area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

_____ 45 credits at the 2000-level or above (minimum)

_____ 120 credits total (minimum)

Core major requirements

_____ MARN 2002 _____ MARN 3001

_____ MARN 3801W _____ MARN 4001

_____ MARN 4002 _____ MARN 3003Q

Major electives

Three courses must be chosen from the following groups of electives. At least one course must be taken from each of the two groups. Students may be able to use MARN 3893, MARN 4893, MARN 4895 or other MARN courses towards these electives with prior approval of the Department Head.

Group 1:

_____ MARN 2060 _____ MARN 3000

_____ MARN 3230 _____ MARN 3505

_____ MARN 3060 _____ MARN 3061

_____ MARN 4030W _____ MARN 4050

_____ MARN 4060 _____ MARN 4066

Group2:

_____ MARN 3012 _____ MARN 3016

_____ MARN 3014 _____ MARN 3015

_____ MARN 3017 _____ MARN 3030

Signed:

Student Date

Approved:

Advisor Date

James Edson, Dept. Head, Marine Sciences Date

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: 9-1-15
2. Department requesting this course: Communication
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

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

COMM 5150. Crisis and Risk Communication

3 credits. Lecture. Open to graduate students in Communication, others with permission.

Research, theory, and best practices in Crisis and Risk Communication.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: COMM
2. **Course Number**: 5150
3. Course Title: Crisis and Risk Communication
4. **Number of Credits** (use digits, "3" not "three"): 3
5. **Course Description** (second paragraph of catalog entry):

Research, theory, and best practices in Crisis and Risk Communication. Differential effects of risk messages on diverse audiences. Cognitive and affective responses to risk messages and implications for scholars and practitioners.

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

Optional Items

7. **Prerequisites**, if applicable: open to graduate students in Communication only
8. **Recommended Preparation**, if applicable: COMM 5001 and COMM

5002 recommended

9. [Consent of Instructor](#), if applicable: open to graduate students in other programs with instructor consent

10. [Exclusions](#), if applicable: N/A

11. [Repetition for credit](#), if applicable: course is not repeatable for credit

12. [S/U grading](#): S/U not available

Justification

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

Within the graduate program in Communication there lies a need for additional elective offerings. Current faculty and new hires are encouraged to develop courses in their area of specialty in order to alleviate this need to the extent possible.

At the same time, Crisis and Risk Communication is becoming an increasingly popular subset of the field, and numerous graduate students have expressed an interest in pursuing this area of research as they develop their own scholarly agenda. For these reasons we propose a graduate elective course in Crisis and Risk Communication.

2. [Academic merit](#):

Broadly, Crisis and Risk Communication encompasses the conveyance of information related to phenomena that may pose harm to those receiving the message. These phenomena may be present or anticipated, and the assessment of Communication efforts related to them may be framed around ideal results for individuals in the way of harm, or for organizations that are adversely affected.

Crisis and Risk communication then encompasses a broad range of research topics, and draws from social scientific scholarship in Communication, Psychology, Sociology, Risk Analysis, and Management. These topics include, but are not limited to:

- Restoring organizational reputation following an at-fault crisis
- Identifying persuasive strategies that are maximally effective under different circumstances
- Identifying stakeholders that may be differentially effected by a crisis or hazard
- Understanding human risk processing in terms of assessing

- magnitude and probability of harm from imminent threats
- Identifying differences in risk perception and response across different social strata, including high risk communities
- Alerting members of the public to environmental hazards and motivating them to take action
- The role of new media technologies in crisis management and mismanagement, including the deflection of misinformation
- Best practices for first responders providing information to those under duress

The course entails an intense examination of the extant literature in Crisis and Risk Communication, and asks students to critically examine a crisis or emergency of their choosing through multiple theoretical lenses. They are also encouraged to identify opportunities for future research exploration, and to draw connections between the literature and tangible implications for organizations, communities, and first responders dealing with crises.

At the conclusion of the semester, students will have the option of pursuing their term papers further, and developing them into independent research projects for presentation at academic conventions and eventual publication. It should be noted that after offering this course as a special topics seminar in Spring 2015, three students are currently collecting data on research projects stemming from their final papers.

3. [Overlapping courses:](#)

No direct overlap within the department. Course would exist as a graduate level elective designed for second and third year graduate students. For graduate students interested in persuasion, campaigning, and/or social marketing, the course would pair logically with any of the following:

COMM 5100: Persuasion Theory and Research
 COMM 5120: Communication Campaigns
 COMM 5300: Mass Communication Theory
 COMM 5650: Communication Technology and Society

For graduate students interested in Organizational Communication, the course would pair logically with:

COMM 5230: Organizational Communication Theory and Research

4. Number of students expected: 10-12 graduate students.

5. Number and size of sections: Estimated size: one section of 10-12 graduate students. Offered once per academic year.

6. [Effects on other departments](#):

The study of crisis management, emergency response, and organizational reputation is applicable to multiple disciplines. This is reflected in the diversity of the literature from which the readings are drawn. The course offers not only theorizing, but recommendations for best practices and subsequent validation research that may be of interest to graduate students in Sociology, Education, Management, and Public Policy. It should be noted that the course drew one student from Education when offered as a special topics seminar, despite minimal effort to promote the course campus-wide.

7. [Staffing](#): Kenneth Lachlan, Associate Professor, Communication. Future hires if applicable.

8. [Dates approved](#) by

Department Curriculum Committee: 9/29/15

Department Faculty: 9/29/15

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

COMM 5150: Crisis and Risk Communication

Instructor: Dr. Ken Lachlan
Office: Arjona 220
Email: Kenneth.lachlan@uconn.edu

Office Hours:
T Th 11:00 to 12:30
M 4:00 to 5:00

Communicating with the instructor:

Class announcements will be posted on HuskyCT. Please check frequently. You are responsible for all information posted there. Please ask if you are confused about any course content, policies, or assignments. I am always happy to meet with students during office hours, but if those times do not work for you may request an appointment at a different time. Email is by far the easiest way to get ahold of the instructor.

Course Description:

This class is designed to rigorously examine the processes and effects of communication efforts associated with crises and risks. The course will examine these processes from the standpoints of culpable organizations, affected audiences, and government entities. It will rely heavily on academic literature drawn from Communication, Public Policy, Psychology, Journalism, and Management. The class will include a final paper in which students will propose a study based on the material covered in class. This paper is expected to present a thorough review of the literature in the field and make a compelling case for the necessity of the study in question. Students will have the option of pursuing their proposed study following the semester if they desire.

The class is fairly reading intensive. The classroom environment is expected to be based on discussion and not on a "memorize and regurgitate" lecture format. Students are also expected to take two turns leading the class discussion throughout the course of the semester. Preparation for class and discussion leadership will be beneficial to everyone.

Readings will be assigned on a week to week basis and will be available on HuskyCT. Do not interpret the absence of a textbook as an indication that the course is not reading intensive.

Grading and Evaluation

Points

5 Brief Reports:	20 points each
2 Discussion Leader Turns:	25 points each
Term Paper Presentation:	50 points
Term Paper:	100 Points
Total points:	300 Points

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
92+	90-	88-	82-	80-	78-	72-	70-	68-	62-	60-	< 60
	91	89	87	81	79	77	71	69	67	61	

Course Schedule

Week 1: (1/26)	Course Overview/introduction to Crisis and Risk Communication
Week 2 : (2/2)	Research Approaches: Case Studies Multi-Stage Theories of Crisis Communication Brief report 1 due 2/6
Week 3: (2/9)	Multi-Stage Theories of Crisis Communication (cont.) The CERC model Brief report 2 due 2/13
Week 4: (2/16)	Situational Crisis Communication Theory (SCCT) Brief report 3 due 2/20
Week 5: (2/23)	Research Approaches: Message Centered Research Image Restoration Theory Brief report 4 due 2/27
Week 6: (3/2)	Image Restoration Theory
Week 7: (3/9)	Research Approaches: Audience Centered Research Brief report 5 due 3/13
Week 8: (3/23)	Sandman's model of risk: Risk = Hazard + Outrage
Week 9: (3/30)	Psychometric approaches to Crisis and Risk
Week 10: (4/6)	New Media and Crisis Communication
Week 11: (4/13)	Best Practices/Wrap-up/ Where do we go next?
Week 12/13: (4/20, 4/27)	Term Paper Presentations

ACADEMIC MISCONDUCT

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators, or representing such information, research, or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. If there is evidence of any deliberate violation of academic integrity (e.g., cheating, plagiarism, or the like), including collaboration or sharing of course content, materials, etc., your instructor will pursue the most punitive response the university allows. Sometimes these standards are subtle; feel free to ask if you have questions or concerns.

See <http://community.uconn.edu/the-student-code-appendix-a/> for more information on the University's student code as it pertains to Academic Integrity.

STUDENTS WITH DISABILITIES:

Accommodations for Disabilities: If you are a student with a disability, who requires reasonable accommodations, please see <http://www.csd.uconn.edu/> for your responsibilities. Notify me and I will do my best to provide the necessary accommodations at your request.

OTHER RESOURCES

Counseling and Mental Health
Services
860-486-4705 (after hours: 860-486-
3427) counseling.uconn.edu

Dean of Students Office
860-486-3426
dos.uconn.edu

COMM 5150: Crisis and Risk Communication
Reading List

Benoit, W.L. (1997). Image repair discourse and crisis communication. *Public Relations Review, 23*, 177-186.

Benoit, W.L. (2006). President Bush's image repair efforts on *Meet the Press*: The complexities of defeasibility. *Journal of Applied Communication Research, 34*, 285-306

Benoit, W.L., & Czerwinski, A. (1997). A critical examination of USAir's image repair discourse. *Business Communication Quarterly, 60*, 38-57

Benoit, W.L., & Hanczor, R.S. (1994). The Tonya Harding controversy: An analysis of image restoration strategies. *Communication Quarterly, 42*, 416-433.

Brinson, S., & Benoit, W.L. (1996). Dow Corning's image repair strategies in the breast implant crisis. *Communication Quarterly, 44*, 29-41

Chess, C., & Salamone, K., & Sandman, P. (1991). Risk communication activities of state health agencies. *American Journal of Public Health, 81*, 489-491.

Coombs, W.T. (2007). Protecting organization reputations during a crisis: The development and application of Situational Crisis Communication Theory. *Corporate Reputation Review, 10*, 163-176.

Coombs, W.T., & Holladay, S. (2002). Helping crisis managers protect reputational assets: Initial tests of the Situational Crisis Communication Theory. *Management Communication Quarterly, 16*, 165-186.

Fishman, D. (1999). ValuJet flight 992: Crisis communication theory blended and extended. *Communication Quarterly, 47*, 345-375.

Hale, J.E., Dulek, R.E., & Hale, D.P. (2005). Crisis response communication challenges. *Journal of Business Communication, 42*, 112-134.

Heath, R.L. (2006). Best practices in crisis communication: Evolution of practice through research. *Journal of Applied Communication Research, 34*, 245-248.

Hewitt, A.M., Spencer, S.A., Ramloll, L., & Trotta, H. (2004). *Expanding CERC beyond public health: Sharing best practices with healthcare managers via virtual learning*. Atlanta: CDC

Jaques, T. (2006). Issue management and crisis management: An integrated, non-linear, relational construct. *Public Relations Review, 33*, 147-157.

- Johnson, D., & Sellnow, T. (1995). Deliberative rhetoric as a step in organizational crisis management: Exxon as a case study. *Communication Reports*, 8, 54-60
- Lachlan, K.A., & Spence, P.R. (2007). Hazard and outrage: Developing a psychometric instrument in the aftermath of Katrina. *Journal of Applied Communication Research*, 35, 109-123.
- Lachlan, K.A., & Spence, P.R. (2010). Communicating risks: Examining Hazard and Outrage in multiple contexts. *Risk Analysis*, 30 (12), 1872-1886.
- Lachlan, K.A., Spence, P.R., & Nelson, L.D. (2010). Gender differences in negative psychological responses to crisis news: The case of the I-35W collapse. *Communication Research Reports*, 27, 38-48.
- Lachlan, K.A., Spence, P.R., Lin, X., Del Greco, M., & Najarian, K. (2014). Twitter use during a weather event: Comparing content associated with localized and non-localized hashtags. *Communication Studies*, 65 (5), 519-534.
- Lachlan, K.A., Spence, P.R., & Lin, X. (2014). Expressions of risk awareness and concern through Twitter: On the utility of using the medium as an indication of audience needs. *Computers in Human Behavior*, 35 (2), 554-559.
- Massey, J.E., & Larsen, J.P. (2006) Crisis management in real time: How to successfully plan for and respond to a crisis. *Journal of Promotion Management*, 12, 63-97
- Mitroff, I. (1994). Crisis management and environmentalism: A natural fit. *California Management Review*, 36, 101-113
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Crisis and Risk Communication
Brief report assignment description

Throughout the course of the semester you will be asked to complete five short papers pertaining to the readings. In these brief reports, you will be asked to address a number of conceptual and theoretical questions concerning the readings, and tie them into an organizational crisis or risk of your choosing.

I expect these short papers to be about five pages in length (not including references), and they should make direct reference to the readings from the previous week(s). Please submit them via HuskyCT. They should be formatted in APA style; for an excellent primer on APA style, see the Purdue Online Writing Laboratory at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Brief Report 1:

During week 2, we will be discussing case studies as an approach to understanding crisis communication. Discuss the readings and what you feel you have learned from them in terms of best practices in organizational crises. More broadly, describe the types of lessons that one can learn from case studies as a methodology. Tell us about any advantages and disadvantages you see to this methodology. Finally, pick an organizational crisis or potential crisis of any kind, and discuss what you might be able to find out from conducting a case study of this particular incident.

Brief Report 2:

During weeks 2 and 3, we will be talking about multi-stage theories of crisis communication. While heuristically valuable, these stage theories have been criticized for (among other things) being overly prescriptive in nature, offering little in terms of predictive power, and not really being theories at all. What do you think? There's no right or wrong answer, just looking for arguments concerning the utility of this scholarship. Regardless of your opinion, what would it suggest about your organizational crisis of choice? How would you evaluate it using a three or four stage approach?

Brief Report 3:

The CERC, or Crisis and Emergency Risk Communication model of crisis communication was developed by the Center for Disease Control and Prevention in 2002 as a training module for health professionals, first responders, and crisis managers. By integrating multiple models and approaches, including stage approaches and message strategy approaches, the model aims to provide practical steps for crisis practitioners. Looking at your organizational crisis, what implications would CERC present for first responders and emergency managers? How would it look on the response side? What does the CERC model tell you (if anything) that cannot be answered using stage theory or message strategy?

Brief Report 4:

First, give some treatment to Situational Crisis Communication Theory and what it would suggest about your crisis of choice. What can be inferred about best practices for handling your crisis given Coombs' work in this area? Next: provide an update on the development of your term paper. What are you planning on exploring and why? What theoretical and methodological orientation will you rely on? What are your central hypotheses or research questions? What do you plan on measuring and how? Briefly summarize the necessity of the study you will propose.

Brief Report 5:

In weeks 5 and 7, we will be discussing and contrasting message centered and audience centered research methodologies. These approaches are used to address research questions that are quite different. Which do you find more valuable? Why? What advantages and disadvantages are inherent in each method? Using an organizational crisis of your choice, what would you do to conduct a study examining this crisis using each methodology? What would you hope to find out? Be sure to delineate between the aspects of a given crisis that can be examined using each approach.

COMM 5150
Discussion Leader Assignment

As your instructor, my role is to facilitate discussion in our graduate course and yours is to lead discussion. Thus, a primary aspect of our course is the role of discussion leader. The goal of this assignment is to lead and facilitate intellectual discussion among your peers concerning crisis and risk communication literature and its contribution to our knowledge base. This is also good practice for future conversations you may have with colleagues in the field. You will take the role of discussion leader two times this semester. Given the size of the class, it is likely that we will have two discussion leaders per week. You will want to collaborate with your co-discussion leader ahead of time in order to avoid redundancy. This position involves the following:

- 1) Each presenting a 5-10 minute opening orientation and summary of the readings and their implications (handouts are suggested, but not required)
- 2) Co-leading the subsequent discussion with me
- 3) Preparing and providing to me a list of discussion questions the night before class that you will use to guide class discussion. Please email these to me no later than 5:00PM the day before class (earlier would be even better).

COMM 5150: Crisis and Risk Communication
Spring 2015
Term Paper Assignment

For your term paper this semester, you are required to write an extensive piece proposing an empirical study related to crisis or risk communication. You may use material and arguments you develop in your brief reports, so that you gradually build the rationale for your study over the course of the semester. The proposed study may be general in nature or may be related to a specific type of crisis or risk. The term paper should consist of several components.

First, make an argument for the necessity of the study. This will involve a thorough review of the literature informing your study, and one that goes beyond the readings we use in class. Offer a rationale – whether it is based in theoretical development, context, or both – for why your study is important and why it fills a gap in the literature. Be sure to state what benefit it would offer for communication scientists, key stakeholders, decision makers, and affected publics.

Second, discuss the procedures you would plan on using to test your developed hypotheses or research questions. State your hypotheses. You may state them formally (as they will be stated in many of the readings), or you may state them informally in paragraph form: whatever works best for you. Then state how you wish to test these hypotheses. Remember that you are going from a theoretical level to a measurable one, so tell us what you would measure and how, as well any other relevant methodological considerations (sample, statistical power, likely analyses, etc.)

Finally, state your expected findings. This section should be fairly brief. Since everything here is hypothetical, you will probably expect your hypotheses to be supported. Simply state that they will, but detail the ways in which this will be evident in what you are measuring. Conclude by reiterating how these findings would be useful, and elaborate on directions for future inquiry that may come about if you were to pursue the research program further.

Here are some ground rules:

1. Expected page length (not including title page and references) is 18-24 pages.
2. The paper must be formatted in APA style
3. The paper must include a minimum of 15 references. This means you will likely have to seek out references other than the class readings.
4. You may use content from your brief reports in writing your term paper.