

*Pam Bedore, Chair*

*November 29th, 2016*

**NOTE LOCATION CHANGE: Student Union 324**

1. **Announcements**

The Chair’s Winter Break To-Do List

* Send an announcement about the Alternate BS to all department chairs
* Constitute a new Alternate BS subcommittee (5 members, 4 from traditional science departments)
* Create an expedited form for the revision of Masters programs that need to increase credit requirements
* Share the draft CLAS C&C member handbook for collaborative revision
* Update the CLAS C&C website
* Meet with online workflow system architects
* Bake cookies

Please share specific suggestions, at the meeting or by email, especially for the last three items.

1. **Approvals by the Chair**

2016-138 EEB 3895: Science Writing for Non-Science Audiences (Spring 2017)

1. **New Business**

**2016-139 PNB 5104 Add Course (guests: Radmila Filipovic and Payam Andalib)**

**2016-140 EEB 3881 Add Course (guest: Eric Schultz) (S)**

**2016-141 EEB 5881 Add Course (guest: Eric Schultz)**

**2016-142 ANTH 3XXX Add Course (Religion and Mind) (guest: Dimitris Xygalatas)**

**2016-143 GEOG 3XXX Add Course (Global Change, Local Action)**

**2016-144 SLHS 5XXX Add Course (Advanced Topics in Speech Pathology)**

**2016-145 ARE/MAST 2235 Revise Course (G) (S)**

**2016-146 ENGL 2607 Add Course (G) (S)**

**2016-147 ENGL 2413/W Add Course (G) (S)**

**2016-148 Engineering Physics Revise Major**

**2016-149 ACBC Add Masters Program**

**2016-150 GSCI 23XX Add Course (National Parks Unearthed: Geology & Landscapes through Time)** (S)

**2016-151 GSCI 2500 Add Course (Earth System Science)** (S)

**2016-152 ASLN/LING 3800 Add Course (Structure of American Sign Language)**

1. **Appendix of the Material**
2. **Discussion**

Implementation of Minor Substitutions (Ndiaye)

Review of CA-1 General Education courses with CLAS Categories A-E (Ndiaye)

## **2016-139 PNB 5104 Add Course (guests: Radmila Filipovic and Payam Andalib)**

*Proposed Catalog Copy:*

**5104. Clinical Internship in Neuromonitoring**

Three credits. Prerequisites: PNB 5101, 5102 and 5103 with an average GPA of 3.0 or higher in these classes, and instructor consent; May be repeated for credit with a change in content.

Direct student involvement in intraoperative neuromonitoring of surgical procedures, observing live signals obtained in a clinical setting, interaction with patients, surgeons and operating room staff, and understanding operating room protocols and procedures.

## **2016-140 EEB 3881 Add Course (guest: Eric Schultz) (S)**

*Proposed Catalog Copy:*

**3881 Internship (Summer Zero Credit).**

Zero credit. Hours by arrangement. Prerequisite: instructor consent. May be repeated. Combines with EEB 3891 in subsequent semester. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Internship with a non-profit organization, a governmental agency, or a business under the supervision of Ecology and Evolutionary Biology faculty. Activities relevant to the practice of ecology, biodiversity, evolutionary biology, or conservation biology will be planned and agreed upon in advance by the job site supervisor, the faculty coordinator, and the intern.

## **2016-141 EEB 5881 Add Course (guest: Eric Schultz)**

*Proposed Catalog Copy:*

**5881 Internship in Ecology, Conservation, or Evolutionary Biology (Summer Zero Credit)** Zero credit.

An internship with a non-profit organization, a governmental agency, or a business under the supervision of Ecology and Evolutionary Biology faculty. Activities relevant to the practice of ecology, biodiversity science, evolutionary biology, or conservation biology will be planned and agreed upon in advance by the job site supervisor, the faculty coordinator, and the intern.

## **2016-142 ANTH 3XXX Add Course (Religion and Mind) (guest: Dimitris Xygalatas)**

*Proposed Catalog Copy:*

**3XXX. Religion and Mind**

Three credits.

Cognitive and evolutionary anthropological perspectives on the mental underpinnings of religious thought and behavior

## **2016-143 GEOG 3XXX Add Course (Global Change, Local Action)**

*Proposed Catalog Copy:*

**3XXX. Global Change, Local Action: A Geography of Environmentalism**

Three Credits.

Explores global-local linkages and how that linkage of scope and scale impacts human-environment interactions.

## **2016-144 SLHS 5XXX Add Course (Advanced Topics in Speech Pathology)**

*Proposed Catalog Copy:*

**SLHS 5XXX. Advanced Topics in Medical Speech Pathology**

Three Credits. Prerequisite: SLHS 5302.

This course examines advanced practice management in the prevention, assessment and treatment of medically based disorders in the field of Speech-Language Pathology. The integration of content from previous didactic and practicum courses will be applied in a lifespan approach to emphasize the role of a collaborative health care team in a multidisciplinary context.

## **2016-145 ARE/MAST 2235 Revise Course (G) (S)**

*Current Catalog Copy:*

**ARE 3235. Marine Resource and Environmental Economics**

Three credits. Recommended preparation: ARE 1150 or ECON 1200 or ECON 1201.

Fundamental theory, methods, and policy implications of environmental and resource economics, with an emphasis on coastal and marine environments. Topics include pollution policy, fisheries, water quality and allocation, international trade, wildlife and biodiversity, land use, and economic valuation. Designed for students with diverse departmental affiliations.

*Proposed Catalog Copy:*

**ARE 2235/MAST 2235. Marine Economics and Policy**

Three credits. Recommended preparation: ARE 1150 or ECON 1200 or ECON 1201.

Fundamental theory, methods, and policy implications of environmental and resource policies and economics, with an emphasis on coastal and marine environments. Topics include fisheries management, aquaculture production, marine biodiversity, non-renewable and renewable ocean energy, marine pollution, international ocean governance, anthropogenic climate change impacts, and integrated management and conservation approaches. Designed for students with diverse departmental affiliations. CA 2.

## **2016-146 ENGL 2607 Add Course (G) (S)**

*Proposed Catalog Copy:*

**2607 Literature and Science**

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

Introduction to literary writings about the sciences, including literary and scientific approaches to language and knowledge. May focus on a specific literary genre and/or scientific field. CA1.

## **2016-147 ENGL 2413/W Add Course (G) (S)**

*Proposed Catalog Copy:*

**2413. The Graphic Novel**

Three credits. Prerequisite: ENGL 1010, 1011 or 2011. Not open to students who have passed ENGL 3621 with the topic "The Graphic Novel."

The graphic novel as a literary form.

**2413W. The Graphic Novel**

Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Not open to students who have passed ENGL 3621 with the topic "The Graphic Novel."

## **2016-148 Engineering Physics Revise Major**

*Current Catalog Copy*

**Bachelor of Science in Engineering Physics**

Offered jointly by the School of Engineering and the Department of Physics in the College of Liberal Arts and Sciences, Engineering Physics majors can concentrate in either (1) Electrical, (2) Materials Science and Engineering or (3) Mechanical. To complete the degree, students must satisfy the course requirements of the College or School granting the degree. The major requires 128 credits of course work.

Engineering Physics majors are required to complete the following:

* [CHEM 1128Q](http://catalog.uconn.edu/CHEM/#1128Q) or [1148Q](http://catalog.uconn.edu/CHEM/#1148Q);
* [PHYS 2300](http://catalog.uconn.edu/PHYS/#2300), [2501W](http://catalog.uconn.edu/PHYS/#2501W), [3101](http://catalog.uconn.edu/PHYS/#3101), [3201](http://catalog.uconn.edu/PHYS/#3201), [3202](http://catalog.uconn.edu/PHYS/#3202), and [3401](http://catalog.uconn.edu/PHYS/#3401);
* [MATH 2110Q](http://catalog.uconn.edu/MATH/#2110Q), [2410Q](http://catalog.uconn.edu/MATH/#2410Q), and [3410](http://catalog.uconn.edu/MATH/#3410)

Electrical Engineering

[ECE 2001W](http://catalog.uconn.edu/ECE/#2001W), [3101](http://catalog.uconn.edu/ECE/#3101), [3111](http://catalog.uconn.edu/ECE/#3111), [3201](http://catalog.uconn.edu/ECE/#3201), [4111](http://catalog.uconn.edu/ECE/#4111), [4211](http://catalog.uconn.edu/ECE/#4211), [4901](http://catalog.uconn.edu/ECE/#4901), and [4902](http://catalog.uconn.edu/ECE/#4902); [CSE 2300W](http://catalog.uconn.edu/CSE/#2300W); [MATH 2210Q](http://catalog.uconn.edu/MATH/#2210Q); [PHYS 3300](http://catalog.uconn.edu/PHYS/#3300); [STAT 3345Q](http://catalog.uconn.edu/STAT/#3345Q); Elective courses (4 credits).

Mechanical Engineering

[ME 2233](http://catalog.uconn.edu/ME/#2233), [2234](http://catalog.uconn.edu/ME/#2234), [3220](http://catalog.uconn.edu/ME/#3220), [3227](http://catalog.uconn.edu/ME/#3227), [3242](http://catalog.uconn.edu/ME/#3242), [3250](http://catalog.uconn.edu/ME/#3250), [3253](http://catalog.uconn.edu/ME/#3253), [4972](http://catalog.uconn.edu/ME/#4972), and [4973W](http://catalog.uconn.edu/ME/#4973W); [CE 2110](http://catalog.uconn.edu/CE/#2110), [3110](http://catalog.uconn.edu/CE/#3110); [STAT 3345Q](http://catalog.uconn.edu/STAT/#3345Q); ME elective courses (6 credits); PHYS elective courses (6 credits).

Materials Science and Engineering

[MSE 2001](http://catalog.uconn.edu/MSE/#2001), [2002](http://catalog.uconn.edu/MSE/#2002), [2053](http://catalog.uconn.edu/MSE/#2053), [3001](http://catalog.uconn.edu/MSE/#3001), [3002](http://catalog.uconn.edu/MSE/#3002), [3003](http://catalog.uconn.edu/MSE/#3003), [3004](http://catalog.uconn.edu/MSE/#3004), [3055](http://catalog.uconn.edu/MSE/#3055) and [3056](http://catalog.uconn.edu/MSE/#3056), [4003W](http://catalog.uconn.edu/MSE/#4003W), [4901](http://catalog.uconn.edu/MSE/#4901), and [4902W](http://catalog.uconn.edu/MSE/#4902W); [CHEG 3156](http://catalog.uconn.edu/CHEG/#3156); [PHYS 4150](http://catalog.uconn.edu/PHYS/#4150) and [4210](http://catalog.uconn.edu/PHYS/#4210); MSE elective courses (6 credits); Physics elective courses (3 credits).

*Proposed Catalog Copy:*

**Bachelor of Science in Engineering Physics**

*Offered jointly by the Physics Department of the College of Liberal Arts and Sciences and the School of Engineering*

Engineering Physics majors can concentrate in either Electrical, Materials Science, or Mechanical Engineering. Students choose the college/school that they wish to graduate from and must satisfy the course requirements of either the College of Liberal Arts and Sciences or the School of Engineering to complete their degree.

Engineering Physics majors are required to complete the following:

* [CHEM 1128Q](http://catalog.uconn.edu/CHEM/#1128Q) or [1148Q](http://catalog.uconn.edu/CHEM/#1148Q);
* [PHYS 2300](http://catalog.uconn.edu/PHYS/#2300), [2501W](http://catalog.uconn.edu/PHYS/#2501W), [3101](http://catalog.uconn.edu/PHYS/#3101), [3201](http://catalog.uconn.edu/PHYS/#3201), [3202](http://catalog.uconn.edu/PHYS/#3202), and [3401](http://catalog.uconn.edu/PHYS/#3401);
* [MATH 2110Q](http://catalog.uconn.edu/MATH/#2110Q), [2410Q](http://catalog.uconn.edu/MATH/#2410Q), and [3410](http://catalog.uconn.edu/MATH/#3410)

Electrical Engineering:

ECE 2001, 3101, 3111, 3201, 3223, 3225, 4111, 4211, 4901, and 4902; CSE 2300W; MATH 2210Q; PHYS 3300; STAT 3345Q, Elective courses four credits).

Mechanical Engineering:

ME 2233, 2234, 3220, 3227, 3242, 3250, 3253, 4972 and 4973W; CE 2110, 3110; STAT 3345Q; ME Elective Courses six credits); PHYS Elective courses six credits).

Materials Science and Engineering:

MSE 2001, 2002, 2053, 3001, 3002, 3003, 3004, 3055 and 3056, 4003, 4901W and 4902W; ; PHYS 4150 and 4210; MSE Elective Courses (nine credits); Physics Elective Courses (three credits).

## **2016-149 ACBC Add Masters Program**

## **2016-150 GSCI 23XX Add Course (National Parks Unearthed: Geology & Landscapes through Time)**

*Proposed Catalog Copy:*

**GEOG/GSCI 23XX. National Parks Unearthed: Geology & Landscapes through Time.**

Three credits.

Geologic processes that shape the Earth’s landscapes and interior through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation.

## **2016-151 GSCI 2500 Add Course (Earth System Science)**

*Proposed Catalog Copy:*

**GSCI 2500. Earth System Science**

Three credits. One class and one 3-hour laboratory period and one weekend field trip. Prerequisite: GSCI 1050 or GSCI 1052 plus GSCI 1010 or GSCI 1051 or GSCI 1055 or GSCI 1070 or GEOG 1070.

Introduction to earth system science, and to geoscience research methods and professional culture through lab work, field work in UCONN Forest, visits to faculty labs, and culminating experiences.

## **2016-152 ASLN/LING 3800 Add Course (Structure of American Sign Language)**

*Proposed Catalog Copy:*

**ASLN 3800. Structure of American Sign Language. (Also offered as LING 3800.)**

Three credits. Prerequisite: ASLN 1102 or LING 2010Q; or consent of the instructor. Recommended preparation: ASLN 1102 and LING 2010Q.

Linguistic analyses of American Sign Language focusing on the phonological, morphological, syntactic, and semantic levels.

## **IV. Appendix of the Material**

**2016-139 PNB 5104 Add Course**

**Proposal to Add a New Graduate Course**

Last revised: September 24, 2013

1. Date: 11/21/16

2. Department requesting this course: Physiology and Neurobiology

3. Semester and year in which course will be first offered: Summer or Fall 2017

[**Final Catalog Listing**](http://ccc.clas.uconn.edu/form-instructions/#listing)

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

**5104. Clinical Internship in Neuromonitoring**

3 credits. Prerequisite: PNB 5101, 5102 and 5103 with an average GPA of 3.0 or higher in these classes, and instructor consent; May be repeated for credit with a change in content.

Direct student involvement in intraoperative neuromonitoring of surgical procedures, observing live signals obtained in a clinical setting, interaction with patients, surgeons and operating room staff, and understanding operating room protocols and procedures.

**Items Included in Catalog Listing**

**Obligatory Items**

1. Standard [abbreviation](http://ccc.clas.uconn.edu/form-instructions/#abbreviation) for Department, Program or [Subject Area](http://ccc.clas.uconn.edu/form-instructions/#subject): PNB

2. [Course Number](http://ccc.clas.uconn.edu/form-instructions/#number): PNB 5104

3. Course Title: **Clinical Internship in Neuromonitoring**

4. [Number of Credits](http://ccc.clas.uconn.edu/form-instructions/#credits): 3

5. [Course Description](http://ccc.clas.uconn.edu/form-instructions/#description) (second paragraph of catalog entry):

Direct student involvement in intraoperative neuromonitoring of surgical procedures; observing live signals obtained in a clinical setting; interaction with patients, surgeons and operating room staff; and understanding operating room protocols and procedures.

6. [Course Type](http://ccc.clas.uconn.edu/form-instructions/#type), if appropriate:

Practicum

**Optional Items**

7. Prerequisite: PNB 5101, 5102 and 5103 with an average GPA of 3.0 or higher in these classes, and instructor consent.

8. [Recommended Preparation](http://ccc.clas.uconn.edu/form-instructions/#recprep), if applicable: N/A

9. [Consent of Instructor](http://ccc.clas.uconn.edu/form-instructions/#consent), if applicable: yes

10. [Exclusions](http://ccc.clas.uconn.edu/form-instructions/#exclusions): None

11. [Repetition for credit,](http://ccc.clas.uconn.edu/form-instructions/#repetition) if applicable: This course can be repeated. Course content will change each time with a new set of clinical cases.

12. [S/U grading](http://ccc.clas.uconn.edu/form-instructions/#SUundergrad): N/A

**Justification**

[Reasons for adding this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): The graduate certificate in Intraoperative Neuromonitoring (IONM) currently is a 9 credit program that includes didactic and laboratory training necessary for the students to enter the field of the IONM. The existing program lacks a clinical component that enables students to actively participate in neuromonitoring performed in a clinical setting and obtain hands-on experience in the field of IONM. The addition of a Clinical Internship in Neuromonitoring performed on site at Harford and St Francis Hospitals \* will enhance the IONM certificate program and better prepare students for careers in the Intraoperative Neuromonitoring field.

\*An affiliation agreement is currently pending (please find attached Affiliation agreement), has been approved by the Office of the General Counsel at UCONN and is being reviewed by Hartford Hospital and Saint Francis Hospital and Medical Center.

2. [Academic merit](http://ccc.clas.uconn.edu/form-instructions/#_justification_1): This course will provide students an opportunity to experience the real environment in which IONM is carried out, get acquainted with the responsibilities of a neuromonitoring clinician, become familiar with the hospital and operating room environment, practice inserting needle electrodes and placing pad electrodes in patients and acquire live neurophysiological signals in the operating room. Addition of this course as a requirement for the IONM Certificate Graduate Program will bring the degree program from 9 to 12 credits, the recommended standard for Graduate Certificates.

3. [Overlapping courses](http://ccc.clas.uconn.edu/form-instructions/#overlap): None

4. Number of students expected: 10-15

5. Number and size of sections: 1

6. [Effects on other departments](http://ccc.clas.uconn.edu/form-instructions/#effects): There are no similar courses that exist in other departments

7. [Staffing](http://ccc.clas.uconn.edu/form-instructions/#staffing): Dr. Radmila Filipovic, Dr. Payam Andalib

8. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates):

    Department Curriculum Committee: 11/18/16

    Department Faculty: 11/18/16

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

Dr. Radmila Filipovic

Assistant Professor in Residence; Academic Program Director of Graduate Certificate Program in Intraoperative Neuromonitoring

e-mail: [radmila.filipovic@uconn.edu](mailto:radmila.filipovic@uconn.edu)

phone: 1-860-486-5976.

Dr. Payam Andalib

Adjunct Professor

Clinical Program Director of Graduate Certificate Program in Intraoperative Neuromonitoring

e-mail: [payam.andalib@uconn.edu](mailto:payam.andalib@uconn.edu)

Phone: 1-860-933-4011

**Syllabus**

A [syllabus](http://ccc.clas.uconn.edu/form-instructions/#syllabus) for the new course must be attached to your submission email.

**Week 1- Introduction to IONM clinical setting:**

**Day 1 - 3: Orientation**

* Review of the operating room rules and regulation, aseptic techniques, handwashing, sterile field, needle safety, infection control and code of conduct.
* Personal Protective Equipment and their utilization in the operating room.
* Review of fire and electrical safety.
* Review of patient information confidentiality (Health Insurance Portability and Accountability Act).
* Expectations from the students during the clinical rotation.
* Review of documentation in the operating room.

**Day 4 - 5:**

* Tour of the hospitals (Saint Francis Hospital and Medical Center and Hartford Hospital) and their operating rooms.

**Week 2- Observation week:**

**Day 6-9:**

* Participation in neuromonitoring of 2-3 surgical procedures under direct supervision of an assigned mentor (observation period – no direct contact with the patients). Mentors will be assigned by Dr. Andalib and selected from a team of CNIM certified Clinicians from Safe Passage Neuromonitoring working in area hospitals.

**Day 10:**

* **Discussion Board:** meeting in the classroom or on-line with the entire group and the Clinical Program Director to discuss the experience of the first two clinical weeks.
* **Mentor’s Assessment 1:** An evaluation of the progress of the interns during the week (10% of the final grade).
* **Exam 1:** On-line multiple choice questions that test the understanding of the students of what they learned within the first two weeks of the clinical rotation (5% of the final grade).

**Week 3- Start of participation in neuromonitoring of surgical procedures:**

**Day 11-14:**

* Participation in neuromonitoring of 2-3 surgical procedures.
* Hands-on experience including placement of electrodes on the patient, acquiring signals and participation in documentation all performed under direct supervision of the assigned mentor.

**Day 15:**

* **Discussion Board:** meeting in the classroom or on-line with the entire group and the Clinical Program Director to discuss the experience of the third clinical week.
* **Mentor’s Assessment 2:** An evaluation of the progress of the interns during the week (10% of the final grade).
* **Exam 2:** On-line multiple choice questions that examine the students’ progress on the third week of their clinical training (5% of the final grade).

**Week 4- Continuation of participation in neuromonitoring of surgical procedures:**

**Day 16-19:**

* Participation in neuromonitoring of 2-3 surgical procedures.
* Hands-on experience including placement of electrodes on the patient, acquiring signals and participation in documentation all performed under direct supervision of the assigned mentor.

**Day 20:**

* **Discussion Board:** meeting in the classroom or on-line with the entire group and the Clinical Program Director to discuss the experience of the fourth clinical week.
* **Mentor’s Assessment 3:** An evaluation of the progress of the interns during the week (10% of the final grade).
* **Exam 3:** On-line multiple choice questions that examine the students’ progress on the fourth week of their clinical training (5% of the final grade).

**Week 5- Continuation of participation in neuromonitoring of surgical procedures:**

**Day 21-24:**

* Participation in neuromonitoring of 2-3 surgical procedures.
* Hands-on experience including placement of electrodes on the patient, acquiring signals and participation in documentation all performed under direct supervision of the assigned mentor.

**Day 25:**

* **Discussion Board:** meeting in the classroom or on-line with the entire group and the Clinical Program Director to discuss the experience of the fifth clinical week.
* **Mentor’s Assessment 4:** An evaluation of the progress of the interns during the week (10% of the final grade).
* **Exam 4:** On-line multiple choice questions that examine the students’ progress on the fifth week of their clinical training (5% of the final grade).

**Week 6- Last week of participation in neuromonitoring of surgical procedures:**

**Day 26-28:**

* Participation in neuromonitoring of 1-2 surgical procedures.
* Hands-on experience including placement of electrodes on the patient, acquiring signals and participation in documentation all performed under direct supervision of the assigned mentor.

**Day 29:**

* **Final Clinical Assessment** **Exam Part (I):** The first components of the clinical assessment exam consist of:

1. Multiple choice questions (10% of the final grade).
2. Proper setup for the neuromonitoring of a surgical procedure (10% of the final grade).

**Day 30:**

* **Final Clinical Assessment** **Exam Part (II):** The second components of the clinical assessment exam consist of:

1. Writing a simple protocol for neuromonitoring of a proposed surgical procedure (10% of the final grade).
2. Oral exam portion performed by the Clinical Program Director that evaluates the readiness of the students for starting their career in IONM. (10% of the final grade). Evaluations from the assigned mentors will be part of the final grade (see below).

**Evaluation:**

* Four online exams (20% of the final grade).
* Four mentor’s assessment (40% of the final grade).
* Final clinical assessment exam (40% of the grade).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A+ | 97-100% | C+ | 76-78% | F | 0-58% |
| A | 93-96% | C | 73-75% |  |  |
| A- | 89-92% | C- | 69-72% |  |  |
| B+ | 86-88% | D+ | 66-68% |  |  |
| B | 83-85% | D | 63-65% |  |  |
| B- | 79-82% | D- | 59-62% |  |  |

**Grading:**

**Required reading:**

Textbooks:

*A Concise Guide to Intraoperative Monitoring*; Authors: George Zouridakis and Andrew C. Papanicolaou, 2001 by CRC Press LLC.

*Intraoperative Neurophysiological Monitoring;* Author: Aage R. Moller, Third Edition, 2011 by Springer.

*Principles of Neurophysiological Assessment, Mapping, and Monitoring*; Authors: Alan David Kaye & Scott Francis Davis 2013 by Springer.

**Additional Approval**

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



**IN-STATE STUDENT EDUCATIONAL TRAINING**

**AFFILIATION AGREEMENT**

**BY AND BETWEEN**

**THE UNIVERSITY OF CONNECTICUT**

**School/Department of Physiology and Neurobiology**

**AND**

Click to Enter Name of Facility

This Affiliation Agreement (the “Agreement") is made by and between the University of Connecticut, a constituent unit of the State of Connecticut System of Higher Education (the "University"), and Click to Enter Name of Host Facility or Health Care Institution (the “Facility”).

**WHEREAS,** the University offers an IONM certificate program in Physiology and Neurobiology; and

**WHEREAS,** the University desires to provide supervised clinical experience and instruction to its students enrolled in said program (hereinafter the “Students”); and

**WHEREAS,** the Facility, in the interest of furthering the educational objectives of the University, is willing to make its facilities available to the Students for such experience and instruction; and

**WHEREAS,** the University and the Facility mutually desire to establish a clinical education program at the Facility for the Students (the “Program”); and

**WHEREAS,** the University is authorized to enter this Agreement under provisions of Sections 10a-104 and 10a-108 of the General Statutes of the State of Connecticut;

**NOW THEREFORE,** in consideration of the promises and the mutual covenants, agreements and undertakings hereinafter set forth, it is hereby AGREED:

1. **Philosophy and Objectives of the Program**

The objectives of the Program are to:

a. prepare Students for future employment and/or careers through job exposure and work experiences;

b. increase independent skills; and

c. increase knowledge of and access to community resources.

1. **TERM, AMENDMENT AND TERMINATION OF AGREEMENT**

1. The term of this Agreement shall be effective upon execution by all parties and shall remain in effect unless terminated pursuant to section 2c of this Agreement.
2. The Parties may amend this Agreement in a writing signed by both parties at any time.
3. Either the Facility or the University may terminate this Agreement at any time without cause by giving one hundred and twenty (120) days written notice to the other party.
4. **HOST FACILITY RESPONSIBILITIES**

3.1 Experience. The Facility will accept, on mutually agreed upon terms, Students from the University for educational training experience.

1. The Facility shall provide the opportunity for qualified Students to perform educational training under the supervision of mentors provided through Safe Passage Neuromonitoring.
2. Students will be supervised by faculty appointed by the University, which shall initially include Dr. Payam Andalib (collectively, the “Faculty”).
3. The Facility shall not be responsible for the supervision, instruction, and/or educational training of the Students, but shall at all times retain authority and responsibility for the delivery of patient care.
4. Only one Student will be allowed in any operating room at any given time and the Student shall remain under the supervision of the assigned mentor at all times.

3.2 Equipment and Use of Facilities. The Facility shall provide equipment and supplies necessary for the administration of care by Students; space for conferences connected with Student instruction; phone access; and secured locker room or equivalent space for use by Students and Faculty. Students and Faculty may use the Facility cafeteria during the training experience.

3.3 Orientation for Faculty and Students. The Facility shall provide Faculty and Students with relevant Facility information, including policies, procedures, and rules for which Faculty and Students must comply.

3.4 Emergency Medical Care. The Facility will provide emergency medical care to Students and/or Faculty who become ill or who are injured while on duty at the Facility. The cost of such care shall be the responsibility of the individual receiving it.

3.5 Student Education Records. The Facility acknowledges that it may be given access to student education records in the course of performing its obligations pursuant to this Agreement. The Facility acknowledges that such information is subject to the Family Educational Rights and Privacy Act (“FERPA”) and agrees that it will utilize such information only to perform the services required by this Agreement and for no other purpose. The Facility further agrees that it will not disclose such information to any third party without the prior written consent of the Student to whom such information relates.

1. **UNIVERSITY RESPONSIBILITIES**

4.1 Planning. The University shall be responsible for the planning and execution of its Students’ educational training experience.

* 1. The University shall submit to the Facility, at least thirty (30) days prior to commencement of the Program, a description of the types of training experiences needed by its Students, the dates during which such experiences will be needed, the number of Students expected to participate in the Program, and the names, professional credentials, and evidence of current licensure of Faculty who will supervise the Students.

4.3 Insurance. During the term of this Agreement, the University shall maintain professional liability insurance covering each student for his or her acts or omissions while participating in student curriculum activity at the Facility. A Certificate of Insurance will be provided to the Facility, indicating State professional liability coverage.

4.4 Compliance with Facility Rules. The University will advise Students and Faculty that they will be expected to comply with all rules and regulations of the Facility and with instructions received from Facility personnel.

4.5 Confidential Information. The University will advise its Students, Faculty, and University personnel that they must not disclose any confidential material or information connected with the Facility or any of its patients, except as required by federal or State law, including the Connecticut Freedom of Information Act (FOIA). The University shall also advise its Students and Faculty that they must comply with the Facility’s policy on confidentiality. The University shall make reasonable efforts to enforce compliance by Students and Faculty with the Facility’s policy on confidentiality.

4.6 Withdrawal of Students from the Program. The University shall withdraw any Student from the Facility at the Facility’s request, if the Facility determines that due to health, performance, or other reasons, such Student's continued participation in the program is detrimental to the Student, the Facility, and/or the Facility’s patients or personnel.

4.7 Immunizations and Physical. The University will provide the Facility with evidence that Students and Faculty meet the Facility’s requirements for immunization, which requirements include: Click to Enter Immunization Requirements.The University will provide the Facility with evidence that Students have satisfactorily completed a physical examination. The University understands that the Facility may refuse to accept for participation in the Program any Student for which evidence of compliance with immunization requirements and/or completion of a physical examination acceptable to the Facility cannot be provided.

4.8 Background Checks. The University understands that all Students placed in the Facility will be required to have obtained a satisfactory criminal background check in accordance with University policies and procedures. The parties agree that the results of the background checks will be provided directly to the Facility for review and evaluation. The parties understand and agree that the Students will be responsible for paying the cost of obtaining all background checks required and the University agrees that it will so inform the Students.

* 1. The University shall inform the Facility as soon as practicable of any changes in information previously provided to the Facility regarding the Program.

1. **SHARED RESPONSIBILITIES**

5.1 Instruction and Supervision.

a. For students **who do not have a Connecticut license**, the University shall provide Faculty for teaching and supervision of participating Students assigned to the Facility. Faculty shall be responsible for planning and implementing individual Student assignments, and for evaluating and grading Student performance. Faculty may consult with Facility personnel as appropriate in conducting evaluations of Student performance. The Faculty and the Facility shall jointly be responsible for assigning Students to training areas and patients.

b. For students **who do have a Connecticut license**, the Faculty, in cooperation with an identified Preceptor employed by the Facility or with privileges at the Facility, will develop a plan of learning experiences. The Preceptor will provide day-to-day supervision and evaluation and the Faculty and Preceptor will jointly evaluate Student performance.

5.2 Required In-Services. The University will provide mandatory in-services to Students and Faculty in advance of the first experience. Mandatory in-services will include general safety, infection control, OSHA blood borne pathogens, TB, fire safety, hazardous materials, and use of electrical equipment.

5.3 Program Evaluation. Facility personnel will consult at least once each year with the appropriate University department head for the purpose of evaluating the Program at the Facility, in an effort to continually provide an appropriate learning environment for the participating Students.

5.4 Students and Faculty Not Employees or Agents. Both the Facility and the University acknowledge that neither Students nor Faculty are to be considered employees or agents of the Facility.

5.5 Insurance. Each party to this Agreement agrees to procure and maintain at its own cost all such insurance cover as would be usual or prudent for a comparable institution to maintain in respect of the activities carried on by that party pursuant to this Agreement and to provide evidence of such insurance to the other party on that party’s reasonable request.

1. **GENERAL PROVISIONS**

6.1 Notices. Any notice required to be given pursuant to the terms of this Agreement shall be in writing and shall be sent, postage prepaid, by certified mail, return receipt requested, to the University or Facility at the address set forth below. The notice shall be effective on the date of delivery indicated on the return receipt.

If to the University: University of Connecticut

School/Department of Physiology and Neurobiology

Storrs, CT 06269-2026

Attn: Enter Name of Dean, Dean

If to the Facility: Enter Facility Name

Enter Street Address

Enter Town, State & Zip Code

Attn: Enter Contact Name

6.2 Prohibition against Assignment. This Agreement may not be assigned by either party without the prior written consent of the other party, which consent shall not be unreasonably withheld.

6.3 Accommodations for Persons with Disabilities. In the event that a Student or a member of the Faculty or another University employee requires accommodation for a disability beyond those accommodations that are currently available at the Facility, the Facility shall be responsible for making any arrangements necessary to effectuate the additional accommodation.

6.4 Worker’s Compensation. The University and the Facility agree that the Facility is not responsible for any Workers’ Compensation or disability claim filed by a Student or Faculty. The Facility and the University agree that the students are not employees of the Facility or the University and are not covered by Workers’ Compensation. The Faculty are employees of the University and are covered accordingly under Workers’ Compensation. With respect to employee compensation for services provided in connection with this Agreement, the Facility and the University agree each shall be responsible their own employees’ withholding taxes, Workers’ Compensation, and other employment-related taxes.

**7. REQUIRED PROVISIONS – STATE OF CONNECTICUT. References in this section 7 to "contract" shall mean this Agreement and references to "Contractor" shall mean the Facility.**

* 1. Claims. The Contractor agrees that the sole and exclusive means for the presentation of any claim against the State of Connecticut or The University of Connecticut arising from this Agreement shall be in accordance with Chapter 53 of the Connecticut General Statutes (Claims Against the State) and the Contractor further agrees not to initiate any legal proceedings in any state or federal court in addition to, or in lieu of, said Chapter 53 proceedings.
  2. Indemnification. The Contractor hereby indemnifies and shall defend and hold harmless the State of Connecticut, its officers and its employees from and against any and all suits, actions, legal or administrative proceedings, claims, demands, liabilities, monetary loss, interest, attorneys’ fees, costs and expenses of whatsoever kind or nature arising out of the performance of this agreement, including those arising out of injury to or death of Contractor’s employees or subcontractors, whether arising before, during or after completion of the services hereunder and in any manner directly or indirectly caused, occasioned or contributed to in whole or in part, by reason of any intentional, reckless or negligent act or omission of the Contractor or its employees, agents or subcontractors
  3. Governing Law. This Agreement shall be construed in accordance with and governed by the laws of the State of Connecticut without regard to its principles of conflicts of laws.
  4. Non Discrimination.

(a) For purposes of this Section, the following terms are defined as follows: (i) "Commission" means the Commission on Human Rights and Opportunities; (ii) "Contract" and “contract” include any extension or modification of the Contract or contract; (iii) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor; (iv) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose; (v) “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations; (vi) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements; (vii) "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced; (viii) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders; (ix) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and (x) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action‑equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

(d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

(e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

(f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes §46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

* 1. Executive Orders. This Agreement is subject to the provisions of Executive Order No. Three of Governor Thomas J. Meskill, promulgated June 16, 1971, concerning labor employment practices, Executive Order No. Seventeen of Governor Thomas J. Meskill, promulgated February 15, 1973, concerning the listing of employment openings and Executive Order No. Sixteen of Governor John G. Rowland promulgated August 4, 1999, concerning violence in the workplace, all of which are incorporated into and are made a part of the Contract as if they had been fully set forth in it. The Contract may also be subject to Executive Order No. 14 of Governor M. Jodi Rell, promulgated April 17, 2006, concerning procurement of cleaning products and services and to Executive Order No. 49 of Governor Dannel P. Malloy, promulgated May 22, 2015, mandating disclosure of certain gifts to public employees and contributions to certain candidates for office. If Executive Order 14 and/or Executive Order 49 are applicable, they are deemed to be incorporated into and are made a part of this Agreement as if they had been fully set forth in it. At the Contractor’s request, the University shall provide a copy of these orders to the Contractor.
  2. Power to Execute. The individual signing this Agreement on behalf of the Facility certifies that s/he has full authority to execute the same on behalf of the Facility and that this Agreement has been duly authorized, executed and delivered by the Facility and is binding upon the Facility in accordance with its terms.
  3. Entire Agreement. This Agreement is the entire agreement between the Facility and the University and supersedes and rescinds all prior agreements relating to the subject matter hereof.

IN WITNESS WHEREOF, the parties have executed this Contract by their duly authorized representatives with full knowledge of and agreement with its terms and conditions.

**Enter Facility Name UNIVERSITY OF CONNECTICUT**

Click here to enter text. Click here to enter text.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: |  | Signature: |  |
| Print Name | Click here to enter text. | Print Name | Click here to enter text. |
| Title | Click here to enter text. | Title | Click here to enter text. |
| Date |  | Date |  |

University Approved Template rev. 6/22/2015

**2016-140 EEB 3881 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Schultz |
| **Course Title** | Internship (Summer Zero Credit) |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 1 |
| **Course Subject Code** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Internship (Summer Zero Credit) |
| **Course Number** | 3881 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Eric T Schultz |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | ets02002 |
| **Initiator Email** | [eric.schultz@uconn.edu](mailto:eric.schultz@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 30 |
| **Number of Students per Section** | 5 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 0 |
| **Instructional Pattern** | Hours as outlined in contract |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | Combines with EEB 3891 in subsequent semester |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | By university policy internships are S/U graded |
| **Will the course or any sections of the course be taught as Honors?** | No |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Internship experiences are off campus |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | EEB 3881 Internship (Summer Zero Credit). Zero credit. Hours by arrangement. Prerequisite: instructor consent. May be repeated. Combines with EEB 3891 in subsequent semester. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Internship with a non-profit organization, a governmental agency, or a business under the supervision of Ecology and Evolutionary Biology faculty. Activities relevant to the practice of ecology, biodiversity, evolutionary biology, or conservation biology will be planned and agreed upon in advance by the job site supervisor, the faculty coordinator, and the intern. |
| **Reason for the course action** | This course makes it possible for students doing internships in summer months to obtain transcript notation for their experience, be covered for University liability purposes,and avoid extensive summer tuition costs. The zero-credit summer internship can be paired with a fall internship (variable credits, reflecting the time spent in the summer internship) through which the student will document and report on the work of the internship. |
| **Specify effect on other departments and overlap with existing courses** | No effect on other departments. Complements EEB 3891. |
| **Please provide a brief description of course goals and learning objectives** | The goals and objectives will vary with the internship placement. |
| **Describe course assessments** | The student will be evaluated by the Field Supervisor in a report to be sent to the Faculty Instructor at the end of the internship period. This evaluation will be based upon the intern's work performance of assigned tasks during the internship period, as specified in the contract. The Faculty Instructor will assign a grade based on this evaluation and the report submitted by the student. In the paired EEB 3881/3891 sequence, the evaluation for the internship performance itself will comprise the grade for 3881, and the evaluation of the documentation report combined with internship performance will comprise the grade for 3891. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [internship syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/38143) | internship syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Committee Sign-Off Date** |  |
| **Post College Routing / Workflow** |  |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **F\_CommitteeSignOff** | **Comments** | | Start | Eric T Schultz | 10/05/2016 - 10:44 | Submit |  | This course (and the attached syllabus/internship guidelines) are modeled on course(s) approved in College of Health, Agriculture and Natural Resources departments (e.g. PLSC 3081). | | Ecology and Evolutionary Biology | Cheryl D Galli | 11/15/2016 - 10:46 | Return |  | Eric - returning to you for re-submission. No edits are needed. The approval workflow will be corrected when you re-submit. Thank you. | | Return | Eric T Schultz | 11/15/2016 - 10:48 | Resubmit |  | See comments by Cheryl. Resubmission to provide department C&C with access. | | Ecology and Evolutionary Biology | Paul O Lewis | 11/15/2016 - 10:54 | Approve | 11/11/2016 | Faculty of EEB conditionally approved Wednesday, Nov. 9, 2016, and conditions have now been met as of Nov. 11. | |

**Guidelines and Procedures for EEB 3881/3891 Internships**

(10.5.16 revision)

**1. Eligibility:** EEB 3881/3891is open to students majoring in Biology, Ecology and Evolutionary Biology, or a related area, with consent of instructor.

The educational gain to be achieved by the proposed internship must be beyond that obtained through course work. Furthermore, the experience should entail more than simply working at a job, but should further the skills and career objectives of the student. In general, internship credits will not be allowed for working at jobs currently or previously held by the student. In such instances, students are encouraged to pursue independent study projects on special topics relating to these jobs.

**Students doing a summer internship will need to take the zero credit EEB 3881 during a summer session and then take EEB 3891 (variable credit) in the fall semester following the internship to receive credit. Students doing internships during the regular fall or spring semester will enroll in EEB 3891.**

**2.** **A Contract** (see template below)will be required which clearly states 1) the responsibilities of the student, Faculty Instructor of Record, and Field Supervisor for the internship period; 2) the intern’s goals, the methods by which those goals will be achieved, and the standards for evaluation of the intern’s performance; 3) the duration and terms of the internship, the number of credits (for EEB 3891) and the requirement of a detailed report documenting and reflecting on the internship experience (for EEB 3891). The contract must be completed, approved and signed by the student, Field Supervisor, and Faculty Instructor, prior to the beginning of the internship. For students doing the paired EEB 3881/3891 sequence, the Learning Contract must be in place for the beginning of the summer internship experience.

**3.** **Evaluation:** EEB 3881 and EEB 3891 will be offered only on a Satisfactory/ Unsatisfactory basis. The student will be evaluated by the Field Supervisor in a report to be sent to the Faculty Instructor at the end of the internship period. This evaluation will be based upon the intern's work performance of assigned tasks during the internship period, as specified in the contract. The Faculty Instructor will assign a grade based on this evaluation and the report submitted by the student. In the paired EEB 3881/3891 sequence, the evaluation for the internship performance itself will comprise the grade for 3881, and the evaluation of the documentation report combined with internship performance will comprise the grade for 3891.

**4.** **Credits Allowed**: Credits for EEB 3891 will be assigned based on a combination of the number of hours worked and the level of documentation & reporting specified, as specified in the Contract.

**5.** **Faculty Documentation:** A file covering the completed internship, or appropriate summary, including the original agreement, shall be retained by the Faculty Instructor.   
  
**CONTRACT FOR EEB 3891 (Internship in Ecology)**

**Introduction**

This contract describes the Intern’s goals, the methods by which those goals will be achieved, and the standards for evaluation of the intern’s performance. The internship should provide professional growth and development, and an increased knowledge of the application of ecological and evolutionary principles in the workplace. Each contract is constructed individually through negotiation among the Intern, the Field Supervisor, and the Faculty Supervisor.

## Rights and Responsibilities

*The Intern has the following rights:*

1. To be given a thorough orientation at the beginning of the internship.
2. To be assigned work that will make professional growth and development possible.
3. To have free access to the information and guidance necessary to perform well.
4. To have an ongoing professional response to his/her job performance.
5. To work in a cooperative, friendly atmosphere.

*The Intern has the following responsibilities:*

1. To perform tasks in a professional manner within the scheduled time
2. To implement (and initiate) projects (as assigned).
3. To be self starting and self directed.
4. To work in a cooperative manner with supervisor and staff.
5. To meet with faculty supervisor and to complete academic requirements on time.

*Field Supervisors have the following rights:*

To expect the Intern to complete his/her responsibilities in the manner outlined above, and as specified in this contract.

*Field Supervisors have the following responsibilities:*

1. To see that the Intern’s rights (as listed in this contract) are respected, and that provisions are made for their fulfillment.
2. To seek and provide growth experiences for the Intern.
3. To communicate with the Intern about the quality of his/her work during the internship.
   * + 1. **Intern information**

Name:

NetID:

Phone number for contact during internship:

Email:

Major/Program:

**2. Faculty Internship Supervisor**

Eric Schultz

Department of Ecology and Evolutionary Biology

75 North Eagleville Rd., Unit 3043

Storrs, CT 06269-3043

Phone: 860-486-4692

Email: eric.schultz@uconn.edu

**3. Semester of internship**

1. **Internship site information**

Company/Organization:

Field Supervisor:

Address:

Telephone:

Fax:

Email:

1. **Intern’s commitment**

Number of weeks on job:

Number of hours per week on job:

Number of credits:

*The total time should not be less than 42 hours per credit hour*

Start and end dates:

Description of position/responsibilities:

*This narrative should spell out the general context for the internship (what the organization is trying to accomplish and how the Intern fits into this plan) and then describe one or more duties or activities that the Intern is expected to undertake. For each duty, a goal or accomplishment that will indicate successful completion should be identified.*

1. **Schedule of consultation between Intern and Faculty Supervisor**

*Identify one or more dates during the internship when the progress towards goals can be discussed.*

1. **Assessment by Field Supervisor**

*Field Supervisor will evaluate the Intern in writing (via email ok) once near the midpoint of the internship, and at the end of the internship.*

1. **Preliminary title for report on internship, due at end of internship:**

*The length of the report is scaled to the number of internship credits, 3-4 pages per credit.*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

*Intern name date*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

*Field supervisor date*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

*Faculty supervisor date*

**2016-141 EEB 5881 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Schultz |
| **Course Title** | Internship in Ecology, Conservation, or Evolutionary Biology (Summer Zero Credit) |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 1 |
| **Course Subject Code** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Internship in Ecology, Conservation, or Evolutionary Biology (Summer Zero Credit) |
| **Course Number** | 5881 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Eric T Schultz |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | ets02002 |
| **Initiator Email** | [eric.schultz@uconn.edu](mailto:eric.schultz@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 30 |
| **Number of Students per Section** | 5 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 0 |
| **Instructional Pattern** | Hours as outlined in contract |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | Combines with EEB 5891 in subsequent semester. |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | Internships are S/U graded. |
| **Will the course or any sections of the course be taught as Honors?** | No |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Grad faculty are not present at all campuses. |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Internships are off campus. |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | EEB 5881 Internship in Ecology, Conservation, or Evolutionary Biology (Summer Zero Credit) An internship with a non-profit organization, a governmental agency, or a business under the supervision of Ecology and Evolutionary Biology faculty. Activities relevant to the practice of ecology, biodiversity science, evolutionary biology, or conservation biology will be planned and agreed upon in advance by the job site supervisor, the faculty coordinator, and the intern. |
| **Reason for the course action** | This course makes it possible for students doing internships in summer months to obtain transcript notation for their experience and avoid extensive summer tuition costs. The zero-credit summer internship can be paired with a fall internship (variable credits, reflecting the time spent in the summer internship) through which the student will document and report on the work of the internship. |
| **Specify effect on other departments and overlap with existing courses** | No effect on other departments. Complements EEB 5891. |
| **Please provide a brief description of course goals and learning objectives** | The goals and objectives will vary with the internship placement. |
| **Describe course assessments** | The student will be evaluated by the Field Supervisor in a report to be sent to the Faculty Instructor at the end of the internship period. This evaluation will be based upon the intern's work performance of assigned tasks during the internship period, as specified in the contract. The Faculty Instructor will assign a grade based on this evaluation and the report submitted by the student. In the paired EEB 5881/5891 sequence, the grade for 5881 will be based on the evaluation for the internship performance itself, and the grade for 5891 will be based on evaluation of the report combined with internship performance. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [grad internship syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/38155) | grad internship syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Committee Sign-Off Date** |  |
| **Post College Routing / Workflow** |  |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **F\_CommitteeSignOff** | **Comments** | | Start | Eric T Schultz | 10/05/2016 - 11:38 | Submit |  | This course (and the attached syllabus/internship guidelines) are modeled on course(s) approved in College of Health, Agriculture and Natural Resources departments (e.g. PLSC 3081). It will be of particular benefit to students in the Joint BS/MS Degree in Biodiversity and Conservation Biology program. | | Ecology and Evolutionary Biology | Paul O Lewis | 11/04/2016 - 16:27 | Return |  | From email Eldridge Adams to Eric Schultz dated Nov. 2: Based on the expectation that students will do substantial work during the fall semester, the dean's office thinks the proposal is OK, but they advised checking with the registrar's office. My main concern is that there may be some unintended consequence of misrepresenting the work load by semester. Paul and I had a few suggestions for changes in wording. (The changes are in bold face.) (1) "Internship with a nonprofit organization, a governmental agency, or a business under the supervision of Ecology and Evolutionary Biology faculty. Activities relevant to the practice of ecology, biodiversity science, evolutionary biology, or conservation biology will be planned and agreed upon in advance by the job site supervisor, the faculty coordinator, and the intern." (just because biodiversity isn't a practice, but biodiversity science is) (2) I would leave out the reference to insurance below. "This course makes it possible for students doing internships in summer months to obtain transcript notation for their experience, be covered for University liability purposes, and avoid extensive summer tuition costs. The zero-credit summer internship can be paired with a fall internship (variable credits, reflecting the time spent in the summer internship) through which the student will document and report on the work of the internship." (3) "In the paired EEB 3881/3891 sequence, the grade for 3881 will be based on the evaluation for the internship performance itself, and the grade for 3891 will be based on evaluation of the report combined with internship performance." | | Return | Eric T Schultz | 11/04/2016 - 21:52 | Resubmit |  | Incorporated changes suggested by the EEB curriculum committee in e-mail of 11/2. | | Ecology and Evolutionary Biology | Paul O Lewis | 11/14/2016 - 15:46 | Return |  | In the "Describe course assessments" section of the "Detailed Course Info" tab, remove mention of 3881: "...the grade for 3881 will be based on the evaluation for the internship performance itself, and the grade for 3891 will be based on evaluation of the report combined with internship performance." | | Return | Eric T Schultz | 11/14/2016 - 20:41 | Resubmit |  | Typos in course assessment box have been corrected. Vice Provost has approved the summer session zero credit concept. | | Ecology and Evolutionary Biology | Paul O Lewis | 11/14/2016 - 20:55 | Approve | 11/11/2016 | EEB Faculty conditionally approved 9-Nov-2016 and the condition was met 11-Nov-2016 | |

**Guidelines and Procedures for EEB 5881/5891 Internships**

(10.5.16 revision)

**1. Eligibility:** EEB 5881/5891is open to students in Ecology and Evolutionary Biology, or a related area, with consent of instructor.

The educational gain to be achieved by the proposed internship must be beyond that obtained through course work. Furthermore, the experience should entail more than simply working at a job, but should further the skills and career objectives of the student. In general, internship credits will not be allowed for working at jobs currently or previously held by the student. In such instances, students are encouraged to pursue independent study projects on special topics relating to these jobs.

**Students doing a summer internship will need to take the zero credit EEB 5881 during a summer session and then take EEB 5891 (variable credit) in the fall semester following the internship to receive credit. Students doing internships during the regular fall or spring semester will enroll in EEB 5891.**

**2.** **A Contract** (see template below)will be required which clearly states 1) the responsibilities of the student, Faculty Instructor of Record, and Field Supervisor for the internship period; 2) the intern’s goals, the methods by which those goals will be achieved, and the standards for evaluation of the intern’s performance; 3) the duration and terms of the internship, the number of credits (for EEB 5891) and the requirement of a detailed report documenting and reflecting on the internship experience (for EEB 5891). The contract must be completed, approved and signed by the student, Field Supervisor, and Faculty Instructor, prior to the beginning of the internship. For students doing the paired EEB 5881/5891 sequence, the Learning Contract must be in place for the beginning of the summer internship experience.

**3.** **Evaluation:** EEB 5881 and EEB 5891 will be offered only on a Satisfactory/ Unsatisfactory basis. The student will be evaluated by the Field Supervisor in a report to be sent to the Faculty Instructor at the end of the internship period. This evaluation will be based upon the intern's work performance of assigned tasks during the internship period, as specified in the contract. The Faculty Instructor will assign a grade based on this evaluation and the report submitted by the student. In the paired EEB 5881/5891 sequence, the evaluation for the internship performance itself will comprise the grade for 5881, and the evaluation of the documentation report combined with internship performance will comprise the grade for 5891.

**4.** **Credits Allowed**: Credits for EEB 5891 will be assigned based on a combination of the number of hours worked and the level of documentation & reporting specified, as specified in the Contract.

**5.** **Faculty Documentation:** A file covering the completed internship, or appropriate summary, including the original agreement, shall be retained by the Faculty Instructor.

# CONTRACT FOR EEB 5891 (Internship in Graduate Internship in Ecology, Conservation or Evolutionary Biology)

Introduction

This contract describes the intern’s goals, the methods by which those goals will be achieved, and the standards for evaluation of the intern’s performance. The internship should provide professional growth and development, and an increased knowledge of the application of ecological and evolutionary principles in the workplace. Each contract is constructed individually through negotiation among the intern, the field supervisor, and the faculty supervisor.

Use of this contract is not required (students can also make alternative agreements with their faculty advisors), but the members of the BS/MS committee strongly encourage its use by students in the BS/MS program.

## Rights and Responsibilities

*The intern has the following rights:*

1. To be given a thorough orientation at the beginning of the internship.
2. To be assigned work that will make professional growth and development possible.
3. To have free access to the information and guidance necessary to perform well.
4. To have an ongoing professional response to his/her job performance.
5. To work in a cooperative, friendly atmosphere.

*The intern has the following responsibilities:*

1. To perform tasks in a professional manner within the scheduled time
2. To implement (and initiate) projects (as assigned).
3. To be self starting and self directed.
4. To work in a cooperative manner with supervisor and staff.
5. To meet with faculty supervisor and to complete academic requirements on time.

*Supervisors have the following rights:*

To expect the intern to complete his/her responsibilities in the manner outlined above, and as specified in this contract.

*Supervisors have the following responsibilities:*

1. To see that the interns rights (as listed in this contract) are respected, and that provisions are made for their fulfillment.
2. To seek and provide growth experiences for the intern.
3. To communicate with the intern about the quality of his/her work during the internship.

**1. Intern’s Name:**

**Address:**

**Phone:**

**Email:**

**2. Major/Program:**

**3. Semester of internship:**

1. **Faculty Internship Supervisor:**

(Faculty Supervisor Name)

Department of Ecology and Evolutionary Biology

75 North Eagleville Rd., Unit 3043

Storrs, CT 06269-3043

Phone: 860-486-XXXX

fax: 860-486-6364

email:

1. **Internship Site:**

**Company/Organization:**

**Site supervisor:**

**Address:**

**Telephone:**

**Fax:**

**Email:**

1. **Intern’s Job Position:**

**Number of Credits:**

**Hours per Week on Job:**

(The number of hours should correspond to no less than 3 hours per credit hour).

**Start Date:**

**Description of Position/Responsibilities:**

EXAMPLE: Audubon is working to identify a network of sites that provide critical habitat for birds. This effort, known as the Important Bird Areas (IBA) Program, recognizes that habitat loss and fragmentation are the most serious threats facing populations of birds across America and around the world.

This internship will give XXX the opportunity to work with Audubon Connecticut’s Director of Bird conservation on Connecticut’s IBA Program. He will observe first hand the process of moving a site from nomination through the identification process and will observe through first hand involvement and experience how to advance bird conservation in the public policy arena.

XXX’s internship will begin with a detailed briefing on the IBA program. His duties and goals will include:

* *Implementation of the World Bird Database:*

The World Bird Database is a tool to compile all of the ornithological data for IBAs into a centralized database, which will be housed at the BirdLife International headquarters in Great Britain. XXX will be working to transfer information from information sheets and nomination forms into the World Bird Database, and tracking down missing information that can be easily obtained (23 days).

*Goal:* Complete transfer of all available information by the end of the internship

* *Preparation of packages for the next round of IBA announcements.* Will assist the Director of Bird Conservation in preparation of informational packages for the next round of planned public announcements.

*Goal:* Assist director to complete preparation of packages for all IBAs ready for announcement by the end of the internship.

* *Creation of data sheets for all nominated and unannounced IBAs from information supplied on nomination forms.*
* The prioritization is as follows:

1. Seven sites that are planned to be announced in August.
2. Fifteen additional identified unannounced sites.
3. Sixteen sites in need of review or re-submission to the Technical Committee.

*Goal:* Completion of a minimum of the seven sites in (1) above; additional sites as information is available and time allows.

* *Assistance with the preparation for the planned August IBA announcement event and participation in the actual event.*

*Goal:* Take full responsibility for one aspect of the preparation (e.g., preparing press packets); assist with others as needed and possible.

* *Three days of field experience included in the summer internship.*
* One day with the Great Captain’s Island Heron Rookery Project.
* One day with the Bent of the River banding station for the Monitoring Avian Productivity and Survivorship program.
* One day with Dr. Elphick’s marsh sparrow study.

*Goal:* Gain an appreciation and understanding for how the kind of ornithological research that generates data useful in programs like IBA is conducted.

1. **Preliminary Title for 10-12 page Report on Internship, due at end of internship:**

Connecticut’s Important Bird Areas Program

1. **Intern and Faculty Supervisor will consult when and how often?**

Via email and phone during the internship, as XXX requires assistance and guidance; once in person near the midpoint of the internship, and in person at the end of the internship.

1. **Field Supervisor will evaluate the intern in writing (via email ok) once near the midpoint of the internship, and at the end of the internship.**

**SIGNATURES:**

**STUDENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_**

**FIELD SUPERVISOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_**

**FACULTY SUPERVISOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_**

**2016-142 ANTH 3XXX Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Xygalatas |
| **Course Title** | Religion and Mind |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Anthropology > Return > Anthropology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 1 |
| **Course Subject Code** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Title** | Religion and Mind |
| **Course Number** | 3XXX |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Dimitris Xygalatas |
| **Initiator Department** | ANTHROPOLOGY |
| **Initiator NetId** | dix14002 |
| **Initiator Email** | [xygalatas@uconn.edu](mailto:xygalatas@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures and discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | Yes |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | Religion and Mind 3XXX Instructor: Dimitris Xygalatas 3 credits Spring Semester Course description: Cognitive and evolutionary anthropological perspectives on the mental underpinnings of religious thought and behavior |
| **Reason for the course action** | This course exactly matches the subject area I was recently hired to cover, i.e. the cognitive and evolutionary anthropology of religion. Although UConn attracts a large number of undergraduate and graduate students interested in this topic, to my knowledge there is no undergraduate course covering this area. Such a course would be of interest to students across various disciplines, such as Anthropology, Psychology, and Philosophy, as well as those pursuing the Minor in Religion. |
| **Specify effect on other departments and overlap with existing courses** | While courses on religion are offered in ANTH, ENG, SOCI, and PHIL, none of those courses (to my knowledge) address the cognitive perspective on religion. I have now contacted all those departments and have received confirmation that there is no overlap. I further contacted the Cognitive Science program in PSYCH, who think that this course will be a good addition to the Advanced section of the COGS Undergraduate Curriculum. |
| **Please provide a brief description of course goals and learning objectives** | This course will examine the cognitive underpinnings of religious thought and behavior. It will do so by providing an overview of the history and development of the cognitive approach to religion; covering some of the key topics in the study of religion through a number of examples and case studies; presenting various methodologies used to study religious cognition; and discussing the implications of recent research findings for our understanding of religious thought and behavior. It will address a number of puzzling questions, such as: Are we hardwired to believe? What are rituals for? What is magic? Why do people believe in ghosts? What drives them to participate in painful ceremonies involving fire-walking, self-mutilation, and other forms of suffering? What are the effects of religious practice on physical and mental health? And how does religion affect morality? To answer those questions, we will look at the latest findings across a number of fields studying human thought and behavior, such as anthropology, religious studies, psychology and cognitive science. Learning Objectives: Upon completing this course, students should be able to: –Demonstrate knowledge of the major contributions in the cognitive study of religion –Show familiarity with current methodologies in this field –Appropriately use relevant vocabulary to engage with some of the key themes in this area –Recognize and articulate the difference between a naturalistic/scientific approach to religion and a theological or devotional one –Critically reflect upon the relative influence of nature and nurture on religious belief and behavior |
| **Describe course assessments** | Teaching involves a mixed format, which includes lectures, audiovisual presentations, short films on relevant topics, occasional visiting speakers, as well as classroom discussion and student presentations. The instructor’s presentations aim to introduce you to the topic and are only loosely connected to the readings. The discussion sessions are interactive. Students are expected to actively participate in the discussion and to make class presentations individually or in groups. Final grades will be based on the following components: Discussion: 20% (Oral performance in the classroom, including presentations, critical discussion of the readings, and overall engagement and performance.) Quizzes and Assignments: 40% (Short, multiple-choice quizzes given regularly in class, and take-home assignments.) Final exam: 40% (The final exam is cumulative and covers the readings and the lectures. The format is a combination of multiple choice (like the quizzes) and short, critical answers to open-ended questions) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Religion and Mind Syllabus.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/41732) | Religion and Mind Syllabus.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Committee Sign-Off Date** |  |
| **Post College Routing / Workflow** |  |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **F\_CommitteeSignOff** | **Comments** | | Start | Dimitrios Xygalatas | 08/15/2016 - 04:32 | Submit |  | This course exactly matches the subject area I was recently hired to cover, i.e. the cognitive and evolutionary anthropology of religion. Although UConn attracts a large number of undergraduate and graduate students interested in this topic, to my knowledge there is no undergraduate course covering this area. Such a course would be of interest to students across various disciplines, such as Anthropology, Psychology, and Philosophy, as well as those pursuing the Minor in Religion. I have taught this course as a variable topics course before, and was satisfied with the results. I thus think it would fit the department's curriculum as a regular course. | | Anthropology | Samuel M Martinez | 09/02/2016 - 10:19 | Return |  | Revise as per my earlier email communications Re clarifying the course catalog description + making it clear that prior consultation has been done with other departments/units teaching religion classes. Thanks!! | | Return | Dimitrios Xygalatas | 11/11/2016 - 13:17 | Resubmit |  | I have now applied the suggested changes and have contacted all other departments that offer courses on religion (ENG, SOCI, and PHIL), and have received confirmation that there is no significant overlap with they courses. I further contacted the Cognitive Science program in PSYCH, who welcome the course and think it will be a good addition to the Advanced section of the COGS Undergraduate Curriculum. | | Anthropology | Samuel M Martinez | 11/12/2016 - 10:24 | Approve | 5/31/2016 | The revisions and inter-departmental consultations seem fine. | |

**2016-143 GEOG 3XXX Add Course**

**Proposal to Add a New Undergraduate Course**

Last revised: September 24, 2013

1. Date: 10/25/2016

2. Department requesting this course: Geography

3. Semester and year in which course will be first offered: Fall 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!

3xxx. Global Change, Local Action: A Geography of Environmentalism

Three Credits. Prerequisite: None

Explores global-local linkages and how that linkage of scope and scale impacts human-environment interactions.

# Items Included in Catalog Listing

**Obligatory Items**

1. Standard abbreviation for Department, Program or Subject Area: GEOG

2. Course Number: 3xxx

3. Course Title: Global Change, Local Action: A Geography of Environmentalism

4. Number of Credits: 3

5. Course Description (second paragraph of catalog entry): Explores global-local linkages evident in globalization processes and how that linkage of scope and scale impacts human-environment interactions.

**Optional Items**

6. Pattern of instruction, if not standard: Lecture, case method, simulation.

7. Prerequisites, if applicable: None.

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: This course adds an important new dimension to Geography offerings at UConn, as it bridges across globalization and environmental topics. In addition, it capitalizes on a growing environmental and global expertise within the Geography Department, and the social sciences broadly, and complements the extensive work (both research and teaching) already in place in the biophysical sciences at UConn.

2. Academic merit: As stated above, this course seeks to integrate scholarship on globalization with work on human-environment interactions. Pedagogically, the course will mix traditional lecture methods with intensive use of case method teaching to emphasize the link of theory with practice. The second part of the course will employ a future modeling simulation (International Futures or IFs) to allow students to explore and build scenarios around the nexus of global-local-human-environmental phenomena. By employing these three complementary pedagogical methods (i.e., lecture, case teaching and simulation), students will be able to explore foundational concepts of geography both in concept and application and build their own conceptions of the globalization/environment nexus through student-centric exploration and analysis. In essence, by making this a student-centric analytical course, students will be placed in environmental action roles and will be forced to grapple with the array of socio-cultural forces that constrain human-environment interactions.

3. Overlapping courses and departments consulted: None

4. Number of students expected: 50 each time offered

5. Number and size of sections: 1, 50

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Mark A. Boyer is the proposer and will be the initial instructor for the course. Boyer is a new member of the Geography Department.

# 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: 10/31/2016

    Department Faculty: 11/16/2016

2. Name, Phone Number, and e-mail address of principal contact person: Mark A. Boyer, x67198, mark.boyer@uconn.edu

# Syllabus

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

***GEOG 3XXX***

***Global Change, Local Action: A Geography of Environmentalism***

***Dr. Mark A. Boyer***

E-mail: [mark.boyer@uconn.edu](mailto:mark.boyer@uconn.edu)

This course in human geography focuses on two primary sets of linkages:

1. Global-local linkages in an age of accelerating globalization
2. Human-environment interactions

Additionally, the course will explore the interaction between those two sets of linkages, their geographical context, policy implications and their ever-evolving status in today’s contemporary world. Fundamental to the course are considerations of scale as we move from the global to the regional to the local and seek to understand how each spatial realm impacts the others. Moreover, emphasizing systemic thinking throughout the course, the latter part of the course employs a future modeling simulation that will allow students to build scenarios about world and regional futures.

This is also a course that requires active participation by students in all aspects of the course.  You will need to participate in class discussions, read assigned materials, work in groups to solve problems and use computers in a variety of ways in the course.  Thus, students should be prepared for an active learning environment that is flexible and adaptable to a variety of approaches and learning styles.   Students are encouraged to ask questions, to raise interesting topics and to explore the world of global environmental politics in new and creative ways.  Only by doing this will the next generation of citizens and policy-makers be able to meet the environmental challenges facing the world system now and in the future.

***Primary Course Goals***

* Understand fundamental concepts of globalization and the global environment. These include:
  + Global/local policy linkages;
  + Human-environment interactions;
  + The ways complex systems operate in social and ecological settings;
* Apply interdisciplinary perspectives to the analysis of global environmental problems. Political science doesn’t cover everything! Really…
* Analyze global environmental problems using multiple theories and frameworks.
* Understand the ways individual decisions have implications beyond their local setting.

***Required Books***

* Peter Christoff and Robyn Eckersley (2013) *Globalization and the Environment.* Rowman and Littlefield, ISBN: 978-0-7425-5659-1.
* Frank J. Lechner and John Boli, eds*. (2014) Globalization Reader 5e.* Wiley, ISBN: 978-1-118-73355-4.
* Donella Meadows. *(2008) Thinking in Systems: A Primer.*Chelsea Green Publishing, ISBN: 978-1603580557.
* BBC Earth. (2011) *Human Planet*. ISBN: 0-7806-7174-0. Eight-part video series for use as case material.
* Other readings may be assigned beyond these required books.

***Assignments and Grading***

* Midterm – 25%
* Take-Home Final Exam – 25%
* Case Memos – 15% (3 required each worth 5%)
* Group Research Project 25%
* Class Participation – 10% (including field trips)

### *Case Discussions*

In contrast to many other courses you have taken (or will take) in your college career, this course does not center on lecture sessions where the instructor puts forth a body of information for you to absorb everyday. Although there are lectures on the syllabus, more of your time will be spent this semester actively participating in class.

Case discussions themselves focus on a particular event or series of events conveyed to you in one of several videos shown in class or the *Cases in Environmental Politics* book. The “cases” themselves are generally not conceptual or analytical, but rather they tend to be more descriptive in style.

Case *discussions* are structured discussions that are the product of the class rather than the product of the instructor. Each time we discuss a case, you will be prompted and guided by a series of questions. In other words, case discussions depend on you for their usefulness in class. As a result, it is required that you prepare for the cases thoroughly before coming to class and pull out from the cases a series of themes related to the course material. You will be graded on the quality of your participation in the cases discussions. If you don't voluntarily participate, you may be called on to do so.

Given the nature of case discussions, it is essential that you arrive on time for class. On the days when case discussions are scheduled, students will not be allowed to enter the room after the class is in session.

### *Case Memo Assignments*

Case memos are "reaction papers" to the events and ideas raised by the cases we discuss in class. Each memo should be NO MORE THAN 2 double-spaced typed pages (12 pt font Times New Roman). Papers are due the class session following the case discussion you have chosen to discuss in your paper. Memos handed in after that session will be penalized 5 points for each day late up to a maximum of 25 points deducted. You are encouraged to write on earlier cases so that you can learn from earlier mistakes. Thus, to avoid the work crunch as your semester moves along, choose earlier cases to write on. You must write memos for 3 of the cases discussed in class. The choice of which ones is yours.

The main goal of the case memo is to force you to integrate the conceptual and theoretical material we are discussing in the non-case parts of the class (i.e., lectures and readings) with the case events. In other words, this is an exercise in applying theory to practice. These are analytic exercises and, as such, you should not do the following: 1) restate the descriptive parts of the case or video (we’ve all read of watched it already…) and 2) try to tackle no more than one major concept in the 2-pages you have available to you. The following are a few questions to get you started.

* What do you see as the main theme of the case and why?
* In what ways does this theme validate the conceptual ideas discussed in class readings or lectures? In what ways might the case invalidate the ideas of the theoretical and conceptual material?
* Is there is a "good fit" of theory to practice? Why or why not?
* If the case you are writing on seems to be at odds with the theory, why is that so? Is this case simply a unique instance (i.e., a deviant case) or does the theory need to be revised in some way to adequately account for the events described in the case?

You may have other ideas or ways of approaching your case memos. If you are not sure you are going in the right direction, don't hesitate to come in and discuss your ideas with me. Also, do not feel that you must apply the theoretical material that was discussed “near” the case on the course outline. If you see insights from other portions of the course, feel free to apply them in the memo.

***Group Project***

This group project will center on the use of the International Futures Simulation (IFs) published by the Pardee Center at the University of Denver (<http://pardee.du.edu/)>. IFs can be found at <http://www.ifs.du.edu/ifs/frm_MainMenu.aspx>. More details of the project will be provided in class.

***Preliminary Course Schedule***

Week 1 – Introduction and Course Road Map

Weeks 2 through 7 – Integrating Humans and the Environment in a Globalized World

* This portion of the course will mix lectures with a case discussion each week utilizing *Human Planet* as the case material.

Week 7 – Midterm

Weeks 8-11 – International Futures Modeling using IFs

Weeks 12-13 – Student Presentations of Group Projects.

Week 14 Course Wrap-up

**Take-Home Final Exam Assignment** due at time of final exam period as scheduled by the Registrar.

**2016-144 SLHS 5XXX Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | McCarthy |
| **Course Title** | Advanced Topics in Medical Speech Pathology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Speech Language and Hearing Services > UICC > Return > Speech Language and Hearing Services > College of Liberal Arts and Sciences |

|  |  |
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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 1 |
| **Course Subject Code** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Advanced Topics in Medical Speech Pathology |
| **Course Number** | 5xxx |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jean M McCarthy |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | jmm11030 |
| **Initiator Email** | [jean.mccarthy@uconn.edu](mailto:jean.mccarthy@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | one |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3 hour lecture with integrated lab experiences |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | SLHS 5302 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Will this course NOT count towards any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | No |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | SLHS at Storrs only. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | Three Credits. Prerequisite: SLHS 5302. This course examines advanced practice management in the prevention, assessment and treatment of medically based disorders in the field of Speech-Language Pathology. The integration of content from previous didactic and practicum courses will be applied in a lifespan approach to emphasize the role of a collaborative health care team in a multidisciplinary context. |
| **Reason for the course action** | Students preparing for a career in medical speech pathology need advanced skills to achieve competency in skills expected by employers. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Students will learn constructs which are applied across the lifespan in assessment and treatment of individuals with medically based disorders in the field of speech pathology. Students will gain experience with instrumental voice and swallowing assessments while appreciating their use with special populations. Students will improve knowledge of medical status variables and their influence on an individual's overall functioning. Students will examine a collaborative healthcare team in a multidisciplinary context. |
| **Describe course assessments** | Journal article review Case study write-ups Quizzes Tests Group Projects |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [new course.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/41268) | new course.docx | Other | |

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| **COMMENTS / APPROVALS** | |
| **Committee Sign-Off Date** |  |
| **Post College Routing / Workflow** |  |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **F\_CommitteeSignOff** | **Comments** | | Start | Jean M McCarthy | 11/03/2016 - 15:30 | Submit |  | New course in medical speech pathology | | Speech Language and Hearing Services | Lendra Friesen | 11/16/2016 - 14:07 | Approve |  | approved by CC &C rep | | UICC | Eric Donkor | 11/16/2016 - 18:00 | Return |  | This proposal is intend for CLAS (not UICC). The proposer should do the ff: Under Course info, the proposer use pick Neither (not UNIV) and resubmit proposal so that it will be routed to the CLAS C&C | | Return | Jean M McCarthy | 11/17/2016 - 15:12 | Resubmit |  | Resubmit | | Speech Language and Hearing Services | Lendra Friesen | 11/17/2016 - 15:20 | Approve |  | approved by rep | |

SLHS 5XXX

Advanced Topics in Medical Speech Pathology

Department of Speech, Language and Hearing Sciences

Syllabus – Spring 2017

**Syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.**

Course and Instructor Information

**Course Title:** Advanced Topics in Medical Speech Pathology

**Credits:** 3

**Format:** in person

**Prerequisites:** SLHS 5302

**Professor**: Nicole Gallagher, Lucinda Soares Gonzales, Jean McCarthy

**Email:** Please contact us using our UCONN emails

**Telephone:** Department phone 860-486-2817

**Office Hours/Availability****: Monday 4-6**

Course Materials

Course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

This course examines advanced practice management in the prevention, assessment and treatment of medically based disorders in the field of Speech-Language Pathology. The integration of content from previous didactic and practicum courses will be applied in a lifespan approach to emphasize the role of a collaborative health care team in a multidisciplinary context.

Course Objectives

By the end of the semester, students should be able to:

1. **Describe disorders, diseases and conditions affecting development, human communication and swallowing across the lifespan.**
2. **Demonstrate an understanding of healthcare settings and their practices including concepts in total quality management, coding and billing as well as functional outcome measures.**
3. **Develop skills for interprofessional collaboration in healthcare.**
4. **Advance knowledge and use of instrumental swallowing studies.**
5. **Support effective communication between health care providers and communication vulnerable patients.**
6. **Counsel patients and their families in healthcare settings.**
7. **Understand the role of bioethics when providing assessment and intervention services to patients.**

Course Outline (and Calendar if Applicable)

| Date | Module | Assignments and Due Dates |
| --- | --- | --- |
| 1/23 | Module 01: NICU, Neurodevelopmental Centered Care and Infant feeding/ swallowing | See the module for due date details on readings, discussion, journals, and activities. |
| 1/30 | Module 02: Craniofacial disorders and the impact on feeding/ swallowing and speech-language acquisition | See the module for due date details on readings, discussion, journals, and activities. |
| 2/6 | Module 03: Craniofacial disorders cont. | See the module for due date details on readings, discussion, journals, and activities. |
| 2/13 | Module 04: Hearing loss and the impact on speech-language development across settings | See the module for due date details on readings, discussion, journals, and activities. |

|  |  |  |
| --- | --- | --- |
| 2/20 | Module 05: Auditory Rehabilitation; Hearing Aids and Cochlear Implant Candidacy | See the module for due date details on readings, discussion, journals, and activities. |
| 2/27 | Module 06: Neurodegenerative Diseases | See the module for due date details on readings, discussion, journals, and activities. |
| 3/6 | Module 07: Advanced Interpretation of Instrumental Assessments for Dysphagia (FEES/MBS) | See the module for due date details on readings, discussion, journals, and activities. |
| 3/13 | Spring Recess | See the module for due date details on readings, discussion, journals, and activities |
| 3/20 | Module 08: Basic Endoscopy Skills/ Interprofessional Education Experience | See the module for due date details on readings, discussion, journals, and activities |
| 3/27 | Module 09: Evaluation and Treatment of Head and Neck Cancer/Trismus | See the module for due date details on readings, discussion, journals, and activities. |
| 4/3 | Module 10: Late Life  Dementias and Related Disorders | See the module for due date details on readings, discussion, journals, and activities. |
| 4/10 | Module 11: Late Life  Dementias and Related Disorders  Psychosocial and Medication concerns | See the module for due date details on readings, discussion, journals, and activities |
| 4/17 | Module 12 Late Life  Medical and Laboratory Tests  Elements of the physical examination and vital sign monitoring. Concepts in human nutrition and hydration. | See the module for due date details on readings, discussion, journals, and activities |
| 4/24 | Module 13: Late Life  End of Life issues with the geriatric population. | See the module for due date details on readings, discussion, journals, and activities. |

Course Requirements and Grading

Summary of Course Grading:

|  |  |
| --- | --- |
| Course Components | Points |
| Early Life | 34 |
| Mid Life | 33 |
| Late Life | 33 |
| Total Points | 100 |

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Letter Grade** | **GPA** |
| 97-100 | A+ | 4.3 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |

Attendance and Class Participation Students are expected each class.  Each student is expected to read assigned material prior to class and participate in class discussions. Students may be called on to answer questions and provide opinions during discussions and group work.

Grade Dispute: In the event that the student wishes to question the grading of any exam or assignment, the request must be made in writing within one week of the date that the exam or assignment was returned to the class (whether you attended that class or not). The instructor will re-evaluate and re-grade the portion that is disputed, which may result in a higher or lower final grade. After an exam or assignment has been re-graded, the final grade is non-negotiable.

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 to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://community.uconn.edu/the-student-code-preamble/) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)
* [Academic Integrity in Graduate Education and Research](http://policy.uconn.edu/?p=3282)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/help/start-guides/undergraduate-students/) (includes research, citing and writing resources)

Academic Support Resources

[Technology and Academic Help](http://ecampus.uconn.edu/help.html) 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)](http://csd.uconn.edu/). 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 an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

**Policy against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](http://policy.uconn.edu/?p=2884) for more information.

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](http://sexualviolence.uconn.edu/) for more information.

Software Requirements and Technical Help

The technical requirements for this course include:

* Word processing software
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Internet access

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through [HuskyTech](http://huskytech.uconn.edu/). Students also have [24x7 Course Support](http://www.ecampus24x7.uconn.edu/) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://geoc.uconn.edu/computer-technology-competency/) page for more information.

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](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

**2016-145 ARE/MAST 2235 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Ebbin |
| **Course Title** | Marine Economics and Policy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Agriculture Resource Economics > Maritime Studies > College of Agriculture, Health and Natural Resources > Return > Agriculture Resource Economics > Maritime Studies > College of Agriculture, Health and Natural Resources > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 2 |
| **Course Subject Code** | ARE |
| **School / College** | College of Agriculture, Health and Natural Resources |
| **Department** | Agriculture Resource Economics |
| **Course Subject Code #2** | MAST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Maritime Studies |
| **Reason for Cross Listing** | The reason for cross-listing ARE 2235 with MAST 2235 is that this course will support the maritime studies program (MAST) housed at Avery Point. The MAST program is trying to increase the number of MAST courses that are listed as such. At this point most required/elective classes are housed in other depts. |
| **Course Title** | Marine Economics and Policy |
| **Course Number** | 3235 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Emma Bojinova |
| **Initiator Department** | Agricultural and Resource Econ |
| **Initiator NetId** | emb15102 |
| **Initiator Email** | [emma.bojinova@uconn.edu](mailto:emma.bojinova@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Ebbin |
| **Proposer First Name** | Syma |
| **Select a Person** | sae06001 |
| **Proposer Phone** | +1 860 405 9278 |
| **Proposer Email** | [syma.ebbin@uconn.edu](mailto:syma.ebbin@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | Yes |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Skill Code** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | ARE 1150 or ECON 1200 or ECON 1201. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | No |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point |
| **If not generally available at all campuses, please explain why** | Taught at Avery Point by Avery Point faculty |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **DETAILED COURSE INFO** | |
| **Provide existing title and complete course catalog copy** | ARE 3235. Marine Resource and Environmental Economics Three credits. Recommended preparation: ARE 1150 or ECON 1200 or ECON 1201. Fundamental theory, methods, and policy implications of environmental and resource economics, with an emphasis on coastal and marine environments. Topics include pollution policy, fisheries, water quality and allocation, international trade, wildlife and biodiversity, land use, and economic valuation. Designed for students with diverse departmental affiliations. |
| **Provide proposed title and complete course catalog copy** | ARE 2235/MAST 2235. Marine Economics and Policy Three credits. Recommended preparation: ARE 1150 or ECON 1200 or ECON 1201. Taught concurrently with MAST 2235. Fundamental theory, methods, and policy implications of environmental and resource policies and economics, with an emphasis on coastal and marine environments. Topics include fisheries management, aquaculture production, marine biodiversity, non-renewable and renewable ocean energy, marine pollution, international ocean governance, anthropogenic climate change impacts, and integrated management and conservation approaches. Designed for students with diverse departmental affiliations. CA 2. |
| **Reason for the course action** | As part of an overall realignment and reassessment of courses, the department has chosen to develop a series of policy related courses in content area 2 at the 2000 level. The change in title also groups this course with ARE 2260 and 2434 as our policy related offerings. The Maritime Studies department has requested and approved cross-listing of the course. Students also perceive 3000 level courses to be more difficult and so they wait to take these later in their academic careers. With this course it is not necessary and we have had lower division students successfully complete the material and there is a preference of the department to shift enrollment to lower division students for this class. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | The course is designed to give students a basic understanding of issues, theories and methodological approaches of marine policy and economics as they apply to coastal and marine resources and environments, including market and non-market resources and ecosystem services. The course will survey important resource and environmental challenges and provide insights into how these problems are being or can be effectively addressed. The specific objectives of the course are: 1. To introduce basic theories and methodological approaches that can be used to understand and analyze marine resource and environmental management and policy challenges. 2. To identify and study important global, national and local marine resource and environmental issues and problems. 3. To explore existing and potential solutions to these problems. 4. To apply the concepts and approaches introduced during the course to assess alternative strategies. |
| **Describe course assessments** | Grading: 1. 2 Hour exams 40% (20% each) 2. Final exam 20% 3. Research Project and Presentation 20% 4. Participation and Assignments 20% Total 100% Course Requirements: 1. Two hour exams and a comprehensive final exam. 2. Completion of the research project and presentation 3. Active, skilled and prepared participation in all class discussions and debates 4. Participation and successful completion of in-class discussion and quizzes 5. Satisfactory completion of all homework and in-class writing assignments Point distribution and grading: ≥94 A 90-93 A- 87-89 B+ 84-86 B 80-83 B- 77-79 C+ 74-76 C 70-73 C- 67-71 D+ 64-66 D 60-63 D- ≤59 F |
| **General Education Goals** | The course does not require any prerequisite – therefore it is accessible. It will be of interest to students interested in policy issues as well as the marine world, therefore universal. The course will be taught be a faculty member and likely limited to 24 students. The course will be intellectually rigorous and encourage critical thinking among students. The specific objectives of the course are: 1. ARE 2235 will introduce students to the basic theories and concepts of the social sciences related to marine policy, 2. ARE 2235 will introduce students to the methodological approaches used in the social science used to understand and analyze marine resource and environmental management and policy challenges. This includes the consideration of ethical problems such as balancing the use and conservation of marine resources. 3. ARE 2235 will allow students to identify and study important global, national and local marine resource and environmental issues and problems. 4. ARE 2235 will allow students to explore existing and potential solutions to these problems. 5. ARE 2235 will allow students to apply the concepts and approaches introduced during the course to assess alternative strategies. 6. ARE 2235 will introduce students to ways in which maritime-related individuals, groups, institutions, or societies behave and influence one another and the coastal and ocean environment. 7. ARE 2235 will provide students with tools to analyze the coastal and ocean-related social, political, and economic dimensions of maritime communities, organizations, business entities, and national governments, and examine marine policy issues and problems at the individual, cultural, societal, national, and international levels. |
| **Content Area: Social Sciences** | 1. Introduce students to theories and concepts of the social sciences. ARE 2235 will introduce students to theories and concepts of the social sciences, including the policy sciences and economics. Since it is actually humans who are managed (not the resources) and create policies, the course is intrinsically centered on the role of humans in ordering their relationships with the marine environment. The course will define policy and more specifically marine policy as normative endpoints reached through subjective, explicitly political processes. The course will focus on contentious issues and discuss conflicts which exist or are emerging among the variety of marine stakeholders and managers. Issues to be examined include dredging and dredge spoil disposal, fisheries prosecution and management, renewable and non-renewable offshore energy development, among others. 2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face. The class will also introduce students to an array of social science methods, including methodological insights from the fields of political science, anthropology, policy sciences, economics, and sociology. The course will address issues of ethics faced by social scientists such as the role of objectivity in science, constraints on science in the policy domain, the role and appropriate use of positive versus normative economics and social sciences. The class will introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment within the context of marine policy development. Finally, it will provide students with tools to analyze policy and examine marine policy issues and various scales of analysis. 3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment. The course will differentiate between the economic benefits of ocean resource extraction to coastal communities and the environmental hazards of such resource extraction. We will read and critique Garret Hardin’s seminal essay on the Tragedy of the Common, compare the potential economic conflicts among different marine resources; evaluate the use of different management tools implemented to minimize the human impacts of fishing on the ocean’s fish stocks. 4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues may include issues of gender, race, social class, political power, economic power, and cross-cultural interaction. The course will focus on analyzing many of the pressing problems facing marine systems and developing and assessing potential solutions to these problems. Included in this effort will be a focus on climate change, including sea level rise, overharvesting of marine resources, pollution and destruction of marine habitats. We will examine existing efforts to combat these problems and turn our gaze towards emergent and innovative ways of addressing them. We will evaluate climate and other forms of environmental change and consider strategies to enhance coastal resilience and examine different capacity building responses in different marine and coastal areas of the world. The course will examine maritime spatial planning efforts aimed at rationally ordering human uses and users of the marine environment, as well as ecosystem based management efforts, the establishment of marine protected areas and the effort to certify fish products as sustainable, among other topics. We will use scale as a lens to assess the UN Law of the Seas and other international marine management efforts. The class will examine marine use and policy formation from individual, family, local, regional and international levels of analysis. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ARE 2235.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/39442) | ARE 2235.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Committee Sign-Off Date** |  |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **F\_CommitteeSignOff** | **Comments** | | Start | Emma Bojinova | 10/14/2016 - 13:56 | Submit |  | Approved by ARE faculty | | Agriculture Resource Economics | Emma Bojinova | 10/14/2016 - 14:15 | Approve |  | Approve | | Maritime Studies | Matthew G McKenzie | 11/01/2016 - 16:32 | Approve |  | Requested and approved by MAST committee in 2014, as per PC with Symma Ebbin, 11/1/16. | | College of Agriculture, Health and Natural Resources | Michael J Darre | 11/07/2016 - 13:31 | Return | 11/4/2016 | Fix the course number to ARE 3235 on the CAR form Course Info page. The Detailed Course Info for the current and proposed catalog copy are correct. MD | | Return | Emma Bojinova | 11/11/2016 - 11:08 | Resubmit |  | Course number fixed. | | Agriculture Resource Economics | Emma Bojinova | 11/11/2016 - 11:10 | Approve |  | Approve | | Maritime Studies | Matthew G McKenzie | 11/11/2016 - 12:19 | Approve |  | See my comments from 11/01. | | College of Agriculture, Health and Natural Resources | Michael J Darre | 11/11/2016 - 13:19 | Approve | 11/11/2016 | Final Approval by CAHNR CC on 11-11-16 | |

**Agricultural and Resource Economics (ARE) 2235**

**Marine Economics and Policy   
University of Connecticut**

**Proposed Syllabus**

**Class Schedule:** Spring 2017 (T/TH; 1:15 hr/class requested)

**Location:** AVPT Campus

**Instructor**: Dr. Syma Ebbin

**Contacts:** Office: Marine Science Building Rm 301D

Office Phone: 860 405-9278

E-mail: syma.ebbin@uconn.edu

**Office Hours**: TBD and by appointment

**Textbooks: (MP)** M. Zacharias. *Marine Policy:* *An Introduction to Governance and International Law of the Oceans*. Routledge. 2014. 314 pp.

**(CG)** R. Burroughs. *Coastal Governance*. Island Press. 2011.

**Additional resources:** Additional required readings, as indicated in the syllabus, are available on the ARE 2235 HuskyCT website under the Additional Readings tab (AR) and Electronic Course Reserve (ECR).

**Catalogue description:** Fundamental theory, methods, and policy implications of environmental and resource policies and economics, with an emphasis on coastal and marine environments. Topics include fisheries management, aquaculture production, marine biodiversity, non-renewable and renewable ocean energy, marine pollution, international ocean governance, anthropogenic climate change impacts, and integrated management and conservation approaches. Designed for students with diverse departmental affiliations.

**Course Goals and Objectives**: The course is designed to give students a basic understanding of issues, theories and methodological approaches of marine policy and economics as they apply to coastal and marine resources and environments, including market and non-market resources and ecosystem services. The course will survey important resource and environmental challenges and provide insights into how these problems are being or can be effectively addressed.

**The specific objectives of the course are:**

1. To introduce basic theories and methodological approaches that can be used to understand and analyze marine resource and environmental management and policy challenges.
2. To identify and study important global, national and local marine resource and environmental issues and problems.
3. To explore existing and potential solutions to these problems.
4. To apply the concepts and approaches introduced during the course to assess alternative strategies.

Credits earned by taking ARE 2235 count towards meeting Social Science requirements (Content Area 2) of UConn’s General Education Requirements.

**Course Structure:** This will be a lecture/seminar type class. I will give a lecture on the topic to begin the class. We will then have an open discussion about the topic. All students will be expected to have read the assigned readings and be prepared to participate in the discussion.

**Lecture Topics and Reading Assignments**

**Week 1:**

**A: Course introduction**

**Readings:** Syllabus, handouts

**B: Ocean systems overview**

**Topics:** Overview of ocean ecosystem’s structures, functions, processes, biota, resources and ecosystem services.

**Readings:** Chapter 1 MP

**Week 2:**

**A: Frameworks and Theories**

**Topics:** Tragedy of the Commons and its Critiques,

**Readings:**  Garret Hardin: Tragedy of the Commons

Tragedy 30 Years Later

**B: Policy science analysis methods**

**Topics:** Introduction to policy science approaches to policy analysis

**Readings:**  Chapter 2 (CG)

Chapter 3, 4 (MP)

**Week 3**

**A: Introduction to ocean governance**

**Topics:** marine law and policy, policy and economic instruments,international law overview,international ocean regimes and organizations, UN Convention on the Law of the Seas

**Readings:** Chapter 2 (MP)

**B: Fisheries management**

**Topics:** Fisheries management, co-management and community-based management

**Readings:** Chapter 6 (MP)

Chapter 10 (CG)

Pinto da Silva, Patricia and Andrew Kitts. 2006. “Collaborative Fisheries Management in the Northeast US: Emerging Initiatives and Future Directions,” Marine Policy, 30 (2006), pgs. 832-841.

**Week 4:**

**A: Economic and Privatization Approaches**

**Topics:** Bioeconomic Approaches to fisheriesmanagement**, r**ights-based fisheries management

**Readings:** Gordon: Economic Theory of a CPR Resource

Allocation issues in rights-based management of fisheries, Libecap Handbook (ECR)

Privatization of the Oceans

PEW Rights Based Fishing

Costello, Gaines and Lynham. 2008. Can catch shares prevent fisheries collapse? Science. 19 September 2008. Vol. 321. pp. 1678-1681

**B: Marine Biodiversity**

**Topics**: International and national efforts to address threats to marine biodiversity

**Readings**: Chapter 5 (MP)

**Week 5:**

**A: Aquaculture**

**Topics:** aquaculture production and economics

**Readings:** Aquaculture: Production and Markets in Handbook of Marine Fisheries Conservation

and Management (ECR)

Pew Marine Aquaculture in the US

**B: Exam 1**

**Week 6**

**A: Marine Transportation and Safety**

**Topics:** marine transportation and safety policy, the operation and regulation of shipping from international and domestic experiences

**Readings:** chapter 7 (MP)

**B: Ocean Energy: Non-Renewables and mining**

**Topics:** fossil fuel prospecting, drilling, transport and marine systems, focus on oil and gas, methane clathrates, manganese nodule and other mineral extraction

**Readings:** chapter 9 (MP)

Chapter 4 (CG)

**Week 7**

**A: Ocean Energy: Renewables**

**Topics:** renewable energy technologies, siting, production, transport and storage impacts on marine systems, include focus on wind, hydrokinetic (wave, current, tidal), solar, hydrogen, OTEC

**Readings:** Robin Pelc, Rod M. Fujita, Renewable energy from the ocean, Marine Policy, Volume 26, Issue 6, November 2002, Pages 471–479.

Jones, Anthony T.; Rowley, Will . Global Perspective: Economic Forecast for Renewable Ocean Energy Technologies, Marine Technology Society Journal, Volume 36, Number 4, Winter 2002, pp. 85-90(6)

**B: Ocean energy debate**

**Week 8: Marine pollution**

**Topics:** marine pollution including chemical, nutrient, plastics, biological (invasives), etc. and international and domestic efforts to regulate such as MARPOL, CWA

**Readings: (**H) Polymers are Forever in the World Without Us

Marine Pollution in the US (Pew)

**Week 9: Anthropogenic Climate Change**

**Topics:** Climate change impacts on marine systems and resources and efforts to regulate including both mitigation and adaptation efforts

**Readings:** K. M. Brander. 2007. Global fish production and climate change. PNAS. December 11, 2007. vol. 104. no. 50. [www.pnas.org\_cgi\_doi\_10.1073\_pnas.0702059104](http://www.pnas.org_cgi_doi_10.1073_pnas.0702059104/)

Marie-Caroline Badjeck, Jaime Mendo, Matthias Wolff, Hellmuth Lange. 2009. Climate variability and the Peruvian scallop fishery: the role of formal institutions in resilience building Climatic Change (2009) 94:211–232

Asian Development Bank. The economics of climate change in Southeast Asia: a regional review Mandaluyong City, Philippines: Asian Development Bank, 2009.

Edward H. Allison, Allison L. Perry, Marie-Caroline Badjeck, W. Neil Adger, Katrina Brown, Declan Conway, Ashley S. Halls, Graham M. Pilling, John D. Reynolds, Neil L. Andrew & Nicholas K. Dulvy. 2009. Vulnerability of national economies to the impacts of climate change on fisheries. FISH and FISHERI E S, 2009, 10, 173–196

Cochrane, K.; De Young, C.; Soto, D.; Bahri, T. (eds). 2009. Climate change implications for fisheries and aquaculture: overview of current scientific knowledge.

*FAO Fisheries and Aquaculture Technical Paper*. No. 530. Rome, FAO. 212p.

Marie-Caroline Badjeck, Edward H. Allison, Ashley S. Halls, Nicholas K. Dulvy. 2010. Impacts of climate variability and change on fishery-based livelihoods. Marine Policy. [Volume 34, Issue 3](http://www.sciencedirect.com/science?_ob=PublicationURL&_hubEid=1-s2.0-S0308597X10X00021&_cid=271824&_pubType=JL&view=c&_auth=y&_acct=C000036298&_version=1&_urlVersion=0&_userid=669286&md5=fe28b561e6f12f999b3ccb2e0443dcc3), Pages 375-383

**Week 10: Polar Ocean Governance**

**Topics:** Arctic and Southern Ocean governance

**Readings:** chapter 8 (MP)

**Week 11:**

**A: Wetlands**

**Topics: nature, use, value and regulation of salt water wetlands**

**Readings:** Chapter 6 (CG)

**B: Dredging**

**Topics**: Need for, impact and regulation of dredging operations

**Readings**: Chapter 5 (CG)

**Week 12**

1. **exam #2**
2. **Spatial approaches to Ocean management**

**Topics:** marine spatial planning, examination of efforts to create a marine spatial plan for Long Island Sound

**Readings:** chapter 7 (CG)

Chapter 10 (MP)

**Week 13**

**A: Marine Protected Areas**

**Topics:** Marine Protected Areas, sanctuaries, no-take zones

**Readings:** Chapter 10(MP)

Pomeroy, R.S., L.M. Watson, J.E. Parks and G. A. Cid. 2005. How is your MPA Doing? A Methodology for Evaluating the Management Effectiveness of Marine Protected Areas. Ocean and Coastal Management Volume 48, Issues 7-8, Pages 485-502

**B: Ecosystem-Based Management of Marine Systems**

**Topics:** ecosystem approaches to marine management, watershed management

**Readings:** Chapter 8 (CG)

Chapter 10(MP)

**Week 14**

1. **Integrated Coastal Management**

**Topics:** integrated approaches to coastal are management

**Readings:** Cicin-Sain, B. and R. W. Knecht. 1998. Integrated Coastal and Ocean Management: Concepts and Practices. Island Press, Washington DC

[**http://books.google.com/books?id=cDD\_4xDoiOEC&dq=integrated+coastal+and+ocean+management+concepts+and+practices&printsec=frontcover&source=bn&hl=en&ei=UoRLS8WiBeiB8QbXjdmFAw&sa=X&oi=book\_result&ct=result&resnum=4&ved=0CBYQ6AEwAw#v=onepage&q=&f=false**](http://books.google.com/books?id=cDD_4xDoiOEC&dq=integrated+coastal+and+ocean+management+concepts+and+practices&printsec=frontcover&source=bn&hl=en&ei=UoRLS8WiBeiB8QbXjdmFAw&sa=X&oi=book_result&ct=result&resnum=4&ved=0CBYQ6AEwAw#v=onepage&q=&f=false)

Thia-Eng Chua;  Danilo Bonga; Nancy Bermas-Atrigenio. 2006. Dynamics of Integrated Coastal Management: PEMSEA's Experience. [Coastal Management](http://www.informaworld.com/smpp/title~db=all~content=t713626371), Volume [34](http://www.informaworld.com/smpp/title~db=all~content=t713626371~tab=issueslist~branches=34#v34), Issue [3](http://www.informaworld.com/smpp/title~db=all~content=g756688519) September 2006, pages 303 – 322.

Sorensen, J. 1997. National and International Efforts at Integrated Coastal Management: Definitions, Achievements, and Lessons. Coastal Management. 25: 3-41

Kildow, J. 1997. The Roots and Context of the Coastal Zone Movement. Coastal Management. 25: 231-263.

# **UNFAO. 1998. Integrated coastal area management and agriculture, forestry and fisheries**. **FAO Guidelines. Food and Agriculture Organization of the United Nations. Rome.** <http://www.fao.org/docrep/W8440e/W8440e00.htm> **Part A.**

**B. Marine Policies and Sustainability**

**Topics:** Developing policies for sustainable oceans

**Readings:** Ecological Economics & Sustainable Governance

Ocean Frontiers movie

Interconnected Biosphere

**Final exam**

***\*\*This syllabus reflects a tentative schedule and should be treated as a flexible, living document that may be changed to reflect our actual progress.***

**Grading**:

1. 2 Hour exams 40% (20% each)
2. Final exam 20%
3. Research Project and Presentation 20%
4. Participation and Assignments 20%

Total 100%

Course Requirements:

1. Two hour exams and a comprehensive final exam.

2. Completion of the research project and presentation

3. Active, skilled and prepared participation in all class discussions and debates

4. Participation and successful completion of in-class discussion and quizzes

5. Satisfactory completion of all homework and in-class writing assignments

**Point distribution and grading:**

≥94 A

90-93 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-71 D+

64-66 D

60-63 D-

≤59 F

**Exams** will cover material in the lectures, movies and required readings. Make-up exams will be given for excused absences only. Excused absences include, but are not limited to a) student sickness, b) university sanctioned activity. Excused absences should be documented with a letter from your doctor or other appropriate authority. The final exam will be cumulative.

**Quizzes** on assigned readings will be given throughout the semester.

**Homework Assignments and In-class Assignments**: Homework and in-class writing assignments will be given throughout the semester. All HW assignments should be typed and double-spaced.

**Successful class participation** depends on attention to lecture material, completing the assigned readings and participating regularly in class discussions and debates and attending all field trips and out of class activities. Participation includes skilled research and active contribution to all class debates.

**Avery Point Global Café** will have discussions and show movies throughout the semester. Students are urged to take advantage of these opportunities. A complete schedule of events will be provided when available.

**Teale Lecture Series** is held on Thursday afternoons at 4PM at the Dodd Center on the Storrs campus. Lectures are streamed live and archived online for viewing (see: <http://doddcenter.uconn.edu/asc/events/teale/teale.htm>). You are strongly urged to attend all of these lectures.

**Class Policies**

**Student Conduct Code:**

All students have the responsibility to uphold the University of Connecticut Student Conduct Code. Violations of the Student Conduct Code related to this course will be brought to the attention of the student and possibly the Dean of Students with appropriate actions. Copies of the Student Conduct Code can be obtained at the Dean of Students Office or at <http://www.community.uconn.edu/student_code.html> .

**Academic Integrity:**

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g., papers, projects, and examinations); any attempt to influence improperly (e.g., bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one’s own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

In this class, I will prosecute all forms and instances of academic misconduct that occur, with consequences that include, but are not limited to, receiving a zero on the assignment or failure in the course. If you have questions about whether a particular behavior constitutes academic misconduct (cheating, plagiarism, etc.), please consult me, or one of the tutors/staff in the Academic Center. More information on the university’s academic integrity policy can be found at: <http://www.community.uconn.edu/academic_integrity.html>.

**Attendance**: UConn does not require attendance at lectures. However you will NOT succeed in this course without active participation which is included as a part of your grade. You are expected to inform the instructor BEFORE class via e-mail or phone if you will not be in class. To receive full credit for assignments they must be turned in before or during the class period. Make-up exams and quizzes are given only for legitimate excused absences.

**Absence of students due to religious beliefs**: Students should inform their instructor about any potential conflicts with scheduled exams or other assignments and a religious holiday that they observe. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

**Missed Exams and Quizzes:** Make-up exams and quizzes will be given for excused absences only. Excused absences include, but are not limited to a) student sickness, b) university sanctioned activity. Excused absences must be documented with a letter from your doctor or other appropriate authority.

**University Final Exam Policy**: Final exams are scheduled by the university and students are required to be available for their exam during the scheduled time. If you have a conflict with this time you must contact Trudy Flannery or the Office of Student Services and Advocacy to discuss the possibility of rescheduling this exam. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact Trudy Flannery or the Office of Student Services and Advocacy with any questions as soon as possible.

**Late Submission** of papers and homework assignments will be accepted but have a grading penalty applied for lateness: a full grade decrease for each class period missed.

**Student Conduct in Class**: Students are expected to come to class on time and to conduct themselves in a respectful manner. Students that are repeatedly late for class will be barred from entering after the doors have closed.

**The use of cell phones, text messaging equipment, IPods, MP3 players and other electronic equipment** is prohibited unless authorized by a note from the Center for Students with Disabilities. The only exception are students using their cell phones with the i-clicker 2 app. Please turn off (or set to vibrate) all pagers and cell phones before entering the classroom. In extraordinary circumstances, if an emergency arises and you must use your cell phone, excuse yourself from the classroom before accessing your phone. Any student that has a cell phone at their desk that audibly rings or any student who uses a cell phone (or any electronic device) during an examination will receive a zero for the examination or quiz.

**The use of laptop computers** is NOT permitted in class with the exception of note-taking purposes ONLY. Any student found to be accessing e-mail, the internet, games, or engaging in activities that are identified by the instructor as distracting or disrespectful to the classroom will be prohibited from utilizing his/her laptop for the entire semester.

**The use of audio recording devices (eg, Smartpens)** in class by students is prohibited unless authorized by a note from the Center for Students with Disabilities or accompanied by a written request (email is preferable) from the student stating their reasons for needing a recording. Such recordings are only intended for personal use of the student and may not be distributed in electronic formats or posted on the internet. Video recordings are not allowed under any circumstances.

**Student-Teacher Conferencing**: I expect to meet with you regularly throughout the semester to discuss items related to lectures or your work in the course. All of the members of each Service Learning group are required to meet with me throughout the semester.

**Disability Policy:** If you are a student with a disability and believe you'll need accommodations for this class, I am happy to accommodate your special needs. However, it is your responsibility to let me know of any special accommodations. And I cannot provide these accommodations until I've received an authorizing letter from the Center for Students with Disabilities. Please contact me to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible.  The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu.  Detailed information regarding the process to request accommodations is available on the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

**UConn Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

**UConn Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

**Some useful phone numbers and resources:**

• Counseling and Mental Health Services: 860 486-4705(24 hours) [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu)

• Alcohol and Other Drugs Services: 860 486-9431 [www.aod.uconn.edu](http://www.aod.uconn.edu)

• Dean of Students Office: 860 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)

* Avery Point Director of Student Affairs, Trudy Flannery: 860 405-9024
* Avery Point Academic Center: 860-405-9058
* Avery Point Student Counselor, Stephen Brewer, 860 405-09044
* Please register your phones at alert.uconn.edu to receive emergency information

**2016-146 ENGL 2607 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Pelizzon |
| **Course Title** | Literature and Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 1 |
| **Course Subject Code** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Literature and Science |
| **Course Number** | 2607 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Vanessa P Pelizzon |
| **Initiator Department** | ENGLISH |
| **Initiator NetId** | vpp02001 |
| **Initiator Email** | [penelope.pelizzon@uconn.edu](mailto:penelope.pelizzon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Skill Code** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | ENGL 1010 or 1011 or2011 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | Yes |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Lack of staffing. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | ENGL 2607 Literature and Science Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Introduction to literary writings about the sciences, including literary and scientific approaches to language and knowledge. May focus on a specific literary genre and/or scientific field. |
| **Reason for the course action** | This is likely to appeal as a general education course to students in the various STEM fields. It is an introduction to various texts that engage the sciences through a humanistic literary approach. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Students will become familiar with the relationship of literature and literary studies to scientific disciplines by studying a variety of texts. These may include literary texts responding imaginatively to the sciences, texts by scientists examining their fields through a humanistic lens, and scholars examining the sciences from cultural studies perspectives. |
| **Describe course assessments** | Depending on instructor, weekly readings will be approached through lectures and class discussion. Assessment is likely to include papers and essay exams. |
| **General Education Goals** | Through verbal and written analysis of texts, this course will help students articulate their ideas clearly. The course will also encourage students' intellectual breadth and versatility by asking them to make connections between texts from different fields of literature and the sciences. Because literature and the sciences are rarely placed side by side, the course will offer an unusual opportunity for students to compare the fields. For example, students might read Dr. Atul Gawande's essays describing his training in the medical field alongside poems by writers who have endured cancer, such as Christian Wiman or Audre Lorde. Close analysis of texts will help students acquire critical judgment. Questions the course might engage include: How do different styles of poetry, prose, or drama work to explore scientific practices and phenomena? What literary techniques do authors use to make more objective fields of scientific study inviting and accessible to non-specialist readers? How do cultural critics respond to the intersection of the sciences with issues of race, gender, class, ethnicity, or disability? Applying a humanistic literary lens to scientific texts will help students acquire moral sensitivity, as well as an awareness of their era and society. Depending on the instructor, the course might consider how different cultures have valued different scientific fields, and how they have represented their scientific practices in their literature. The course might also explore how literary representations of the sciences have borrowed from actual scientific documents, and how representations have changed over time. For example, how accurately does Dava Sobel's novel Galileo's Daughter (2011), which draws on letters written by the historical Marie Celeste, reflect scientific understandings of the 17th-century? Assigning this book would provide opportunities for students to research historical and scientific writings of the period to understand its setting more fully. Students might also consider how this twenty-first century narrative of the scientist's life differs from Brecht's 1938 play, Galileo. How have these authors' very different cultural climates affected the aspects of Galileo that each chooses to highlight? How do the different genres of drama and novel offer different avenues for exploring a character? How flexible are authors allowed to be when drawing on historical and scientific material? |
| **Content Area: Arts and Humanities** | Analyzing imaginative writings about the sciences will give students insight into the ways that literature and science have been used as tools for acquiring knowledge about human experience. The course offers many opportunities to include writings by noted scientists alongside imaginative representations by poets, novelists, and dramatists, as well as analyses of scientific practices by cultural critics and scholars. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Literature and Science-- Sample Syllabus for New Course Proposal.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/37367) | Literature and Science-- Sample Syllabus for New Course Proposal.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Committee Sign-Off Date** |  |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **F\_CommitteeSignOff** | **Comments** | | Start | Vanessa P Pelizzon | 11/17/2016 - 19:15 | Submit |  | Thank you for your time considering this proposal. | | English | Albert H Fairbanks | 11/18/2016 - 04:51 | Approve | ‎11‎/‎16‎/‎2016 | Approved at department level; ready for CLAS C&C | |

**Literature and Medicine** (Sample Syllabus for New Course Proposal, ENGL 2607)

V. Penelope Pelizzon

**Description:**

This course will introduce us to authors who write from their perspective as doctors and patients. We’ll discover accounts of medical training, explore the daily challenges of clinical practice, and experience how life-threatening illness challenges human ability to articulate complicated emotions such as anger, fear, and joy. We’ll consider how the genres of poetry, fiction, and essay afford different possibilities for writing about the body in its extreme states. Expect to read energetically and participate in daily class discussion. Coursework will include regular short response essays that you’ll post on our class t HuskyCt site, a midterm, and a final exam.

**Required readings:**

Rafael Campo, *Alternative Medicine* (poems)

Atul Gawande, *Complications: A Surgeon’s Notes on an Imperfect Science*

Marilyn Hacker, *Winter Numbers*

Audre Lorde, *The Cancer Journals*

Oliver Sachs, *The Man Who Mistook His Wife for a Hat, and Other Clinical Tales*

William Carlos Williams, *The Doctor Stories*

William Carlos Williams, selected poems

C. Dale Young, *Torn*

(Alternate books, TBD:)

Thom Gunn, *The Man with the Night Sweats*

Carole Maso, *Ava*

Christian Wiman, *Every Riven Thing*

**Schedule**

Weeks 1 & 2

Atul Gawande, *Complications: A Surgeon’s Notes on an Imperfect Science*

(short response essay # 1)

Week 3 & 4

Oliver Sachs, *The Man Who Mistook His Wife for a Hat, and Other Clinical Tales*

(short response essay #2)

Week 5 & 6

W.C. Williams, *The Doctor Stories* and selected poems

(short response essay #3)

Week 7 & 8

Rafael Campo, *Alternative Medicine* (poems)

(Midterm)

Week 9 &10

C. Dale Young, *Torn (poems)*

(short response essay #4)

Weeks 11 & 12

Audre Lorde, *The Cancer Journals*

(short response essay #5)

Weeks 13 & 14

Marilyn Hacker, *Winter Numbers*

(short response essay #6)

Final Exam in exam week, time TBD.

**2016-147 ENGL 2413/W Add Course**

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| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Bedore |
| **Course Title** | The Graphic Novel |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > Return > English > College of Liberal Arts and Sciences > Return > English > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 1 |
| **Course Subject Code** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | The Graphic Novel |
| **Course Number** | 2413 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Albert H Fairbanks |
| **Initiator Department** | ENGLISH |
| **Initiator NetId** | ahf02001 |
| **Initiator Email** | [albert.fairbanks@uconn.edu](mailto:albert.fairbanks@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Bedore |
| **Proposer First Name** | Pamela |
| **Select a Person** | pab05001 |
| **Proposer Phone** | +1 860 405 9135 |
| **Proposer Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Skill Code** | W |
| **W Sections Term(s) Offered** | Fall,Spring,Summer (over 4 weeks) |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** | Fall,Spring,Summer (over 4 weeks) |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 03 |
| **Instructional Pattern** | lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010, 1011, or 2011. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Not open to students who have passed ENGL 3621 with the topic "The Graphic Novel." |
| **Will this course NOT count towards any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | No |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point,Storrs |
| **If not generally available at all campuses, please explain why** | It can be offered at any campus if a qualified instructor is present. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | ENGL 2413. The Graphic Novel Three credits. Prerequisite: ENGL 1010, 1011 or 2011. Not open to students who have passed ENGL 3621 with the topic "The Graphic Novel." The graphic novel as a literary form. ENGL 2413W. The Graphic Novel Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Not open to students who have passed ENGL 3621 with the topic "The Graphic Novel." |
| **Reason for the course action** | The graphic novel has in recent years become a separate category of analysis (melding textual and visual rhetorics) in the field of literary studies. Therefore, an increasing number of universities now offer courses on reading and analyzing graphic novels, and a number of UConn professors, including Capshaw and Bedore, recipients of a Provost’s Course Development grant for this course, regularly teach one or two graphic novels in courses on a variety of topics. Capshaw taught an advanced course on graphic novels for the UConn Reads initiative in Spring 2014 (under the course title ENGL 3621: Literature and Other Disciplines) that was very well received. We would like to make this course part of our regular offerings for English majors (in the genre series of our major) as well as offer it for general education credit to others. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | The objective of this course is to help students become critical readers of graphic novels within a context of academic discourse and analysis. Ultimately, the course will provide students with a framework from which to enter into critical conversations about literature. The course’s objectives for student learning are as follows: 1. To understand the formal features of the graphic novel. 2. To analyze effectively (verbally and in writing) the features of the graphic novel. 3. To understand the influence of social and historical context and aesthetic traditions on the graphic novel. 4. To appreciate the significance of the graphic novel within the literary canon. 5. To improve oral communication skills through classroom discussion. 6. Think creatively about some of the central issues—identity, representative, ethics, aesthetics—the graphic novel addresses. |
| **Describe course assessments** | The English Department mandates that all courses 2000+ assign 10-12 pages of writing (more, of course, for W sections). Beyond this, assessments may vary by instructor, but typical modalities might include oral presentations, group presentations, quizzes, and midterm and final exams. |
| **General Education Goals** | The course will appeal to students from a variety of backgrounds and addresses several of the general education target skills. The main focus is well-informed critical reading, so it will build critical judgment. Since the course examines several current critical perspectives on texts, it will allow students to “acquire intellectual breadth and versatility” and to build an “awareness of their era and society.” Because the focus is on a popular movement or genre, the texts under study will help students develop a fuller picture of “the diversity of human culture and experience.” |
| **Content Area: Arts and Humanities** | The course will appeal to students from a variety of backgrounds and addresses several of the general education target skills. The main focus is well-informed critical reading, so it will build critical judgment. Since the course examines several current critical perspectives on texts, it will allow students to “acquire intellectual breadth and versatility” and to build an “awareness of their era and society.” Because the focus is on a popular movement or genre, the texts under study will help students develop a fuller picture of “the diversity of human culture and experience.” The course examines the history of a very popular form of aesthetic and literary representation and thus provides “investigations and historical/critical analyses of human experience.” Importantly, the course will provide them with the tools for “comprehension and appreciation of written and graphic art forms.” The course will also, with the help of secondary sources, enable students to pursue “investigations into the modes of symbolic representation.” In the W version, the course will help students build both writing and critical reading skills that they can transfer to future educational and life experiences |
| **Skill Code W** | The W version of the course focuses on the relationship between writing and the content of the course. Students will write 15 or more pages of polished and revised writing, receiving feedback from the instructor and from peers for major assignments. Writing instruction will be incorporated into the course’s pedagogy, with regular writing assignments. The objective of the course it to help students build both writing and critical reading skills that they can transfer to future educational and life experiences. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syll 2413 Graphic Novel.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/34712) | Syll 2413 Graphic Novel.docx | Syllabus | | [Syll 2413W.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/38044) | C:\Users\ahf02001\Documents\c&c\2016-17\Syll 2413W.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Committee Sign-Off Date** |  |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **F\_CommitteeSignOff** | **Comments** | | Start | Albert H Fairbanks | 09/07/2016 - 09:11 | Draft |  |  | | Start | Albert H Fairbanks | 09/07/2016 - 09:33 | Draft |  | Draft only | | Start | Albert H Fairbanks | 09/07/2016 - 09:36 | Submit |  | Draft only | | English | Albert H Fairbanks | 09/27/2016 - 14:03 | Return |  | Needs input from proposer on "special instructional features" tab | | Return | Albert H Fairbanks | 10/04/2016 - 11:24 | Resubmit |  | CAR now complete and ready for presentation to English Department. | | English | Albert H Fairbanks | 10/04/2016 - 11:45 | Approve |  | CAR ready to present to ENGL department; not yet ready for College. | | College of Liberal Arts and Sciences | Pamela Bedore | 10/05/2016 - 08:56 | Return |  | Thanks, Hap! I'm returning this to you so you can enter it with the departmental sign-off date after English has voted. PB | | Return | Albert H Fairbanks | 11/11/2016 - 05:59 | Resubmit |  | This course was approved by the English Department on 10/26/16 and is now ready for the CLAS C&C. | | English | Albert H Fairbanks | 11/11/2016 - 06:06 | Approve | ‎10‎/‎26‎/‎2016 | Completed at department level and ready for CLAS C&C | |

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**ENGL 2413: The Graphic Novel**

T/Th, 12:30-1:45

Instructor: Katharine Capshaw

Office: CLAS 136, PH: 486-4048

Office hours: Th 11:00-12:00 and by appointment

Email: capshaw@uconn.edu

**Required Texts available at the Co-Op:**

Barry, Lynda. *One Hundred Demons*. (2002)

Bechdel, Alison. *Fun Home: A Family Tragicomic*. (2006)

Cruse, Howard. *Stuck Rubber Baby*. (1995)

McCloud, Scott. *Understanding Comics*. (1993)

Moore, Alan. *V For Vendetta*. (1989)

---. *Watchmen.* (1986)

Satrapi, Marjane. *The Complete Persepolis*. (2003/2004)

Spiegelman, Art. *Maus, Volume 1*. (1986)

Tezuka, Osamu. *Black Jack, Volume 1*. (1987)

Yang, Gene Luen. *American Born Chinese*. (2006)

You may buy the books at the bookstore on campus or you may check them out of your library.

**Course Description:**

This course explores the history and theory of the graphic novel. We will explore a variety of approaches to the genre, from superhero narratives to graphic memoir, from manga to contemporary experimental texts. While no single course can offer a comprehensive summation of such a vast and various body of work, our class will address the field’s major generic threads. We will also develop an understanding of the ‘grammar’ involved in reading a panel, page, and entire comics sequence. Alongside the narratives we will read secondary sources that explore aesthetic and theoretical debates within the field. One of our objectives is to support each other as we engage the critical discourse around comics and graphic novels: we will share sources and insights and offer constructive feedback as we work together to produce informed and incisive term papers.

**This is a General Education, Group 1: Arts and Humanities course, which means:**

Arts and Humanities courses should provide a broad vision of artistic and humanist themes. These courses should enable students themselves to study and understand the artistic, cultural and historical processes of humanity. They should encourage students to explore their own traditions and their places within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human languages and cultures.

The primary modes of exploration and inquiry within the Arts and Humanities are historical, critical, and aesthetic. The subject matter of courses in Group One should be approached and analyzed by the instructor from such artistic or humanistic perspectives.

Courses appropriate to this category must, through historical, critical and/or aesthetic modes of inquiry, introduce students to and engage them in [for the purposes of ENGL 2413] . . . investigations into the modes of symbolic representation; and comprehension and appreciation of written, graphic and/or performance art forms.

Our Course Objectives:

The course’s objectives for student learning are as follows:

1. To understand the formal features of the graphic novel.

2. To analyze effectively (verbally and in writing) the features of the graphic novel.

3. To understand the influence of social and historical context and aesthetic traditions on the graphic novel.

4. To appreciate the significance of the graphic novel within the literary canon.

5. To improve oral communication skills through classroom discussion.

6. Think creatively about some of the central issues—identity, representative, ethics, aesthetics—the graphic novel addresses.

**Course Requirements:**

Midterm Exam: 25%

Final Exam: 25%

Paper: 25%

Group Presentation: 15%

Class Participation: 10%

Grades and their numerical values:

A: 94-100 C+: 77-79 D-: 60-63

A-: 90-93 C: 74-76 F: 0-59

B+: 87-89 C-: 70-73

B: 84-86 D+: 67-69

B-: 80-83 D: 64-66

The midterm exam will constitute **twenty-five percent** of your grade; the final exam will also constitute **twenty-five percent**. The format for both exams will be short and long essays. The midterm exam will take place on Tuesday, March 4th; the final will take place during exam week. The final exam will not be cumulative, but will cover only the material from March 4th to the end of the term.

**Twenty-five percent** of your grade will be a formal writing assignment, due Tuesday, April 22nd. You will write a seven page research paper (typed, MLA format). **You will be given paper topic options in class.** You must use at least two outside sources to support your argument. You can draw on the critical essays we discuss in class and those can “count” as sources. However, you will be expected through research (MLA bibliography searches) to familiarize yourself with the scholarship on your text.

**Journals you will find useful:** *ImageTexT*, *Image [&] Narrative*, *Mechademia, Journal of Graphic Novels and Comics* (these four journals are either open access or available through the library), *Studies in Comics*, *Studies in Graphic Narratives, International Journal of Comic Art* (you must interlibrary loan articles). Also see Gene Kannenberg’s useful site: [www.comicsresearch.org](http://www.comicsresearch.org)

Your paper is due at the beginning of class on April 22nd, so please try to anticipate printing or other problems by generating a copy of your essay well before class time. I will not accept late papers unless you have made arrangements with me before the due-date.

**Group Presentation:**

In groups of four, you will deliver one presentation (15-20 minutes) on a text of your choice (**fifteen percent** of your grade). When deciding when to present, pick the date that corresponds to the text about which you would like to write (for your research paper). This presentation has two goals: first, it is your opportunity to test out your argument about a text. This argument should become the basis for your research paper. When you are framing out your argument, please do not read a formal essay. Use notes, of course, but try to be as conversational as possible. I am more interested in your ideas and how you engage your audience than in a perfectly polished presentation. You must refer to specific textual passages in describing your paper idea but you may not offer more than **five** extended quotations. The second half of your presentation should serve as a discussion catalyst (the second goal) by posing questions to your classmates based on your reading of the text. **You will hand in an outline, thesis statement, and bibliography on the day you present.** I will give you written feedback on the strengths and weaknesses of your argument. Through this process, you will work out the intricacies of your paper idea and you will gain a good sense of what I think about your approach.

**Ten percent** of your grade will be class participation. Participation does not mean mere physical presence in class. Be animated and engage with the texts we’re reading. If I see that students are not reading, I will institute quizzes. Close your laptops unless you use them to take notes.

**Other policies:**

● No cell phones will be allowed during class sessions. Absolutely no electronic equipment of any kind should be brought to class on exam days. If you look at a cell phone or pager during an exam, you will fail the exam. Please do not contact me through social networking sites, like Facebook. Use my University email (see above).

● If you need to miss a class, please talk with me **ahead of time** so that we can make arrangements for you to make up the material.● Be familiar with the University’s policy on Academic Misconduct. You can read it online: <http://www.community.uconn.edu/student_code.html>. Here is a section from the University’s definition of misconduct:

“Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.”

I am available by phone and by email to talk about your progress in the course. Talk with me anytime you have questions or comments about the class. I love these books and I’d love to talk with you about them.

**Course Schedule:**

**All texts must be read in full on the first day of discussion.**

T JAN 21: Introduction

TH JAN 23: Read McCloud, chapters 1-6.

T JAN 28: Guest lecture by Cora Lynn Deibler, School of Fine Arts.

TH JAN 30: Original Superman and Wonder Woman comics (on Husky CT). Also read: Wolk, Douglas. “Superheroes and Superreaders.” *Reading Comics: How Graphic Novels Work and What They Mean.* New York: De Capo, 2007. 89-118.

T FEB 4: Moore’s *Watchmen* (1986).

TH FEB 6: Moore’s *Watchmen* (1986). Also read: McCloud, chapters 7-9. Group Presentation on *Watchmen.*

T FEB 11: Spiegelman’s *Maus, Volume 1* (1986).

TH FEB 13: Spiegelman’s *Maus, Volume 1* (1986). Also read: Witek, Joseph. “History and Talking Animals: Art Spiegelman’s *Maus*.” *Comic Books as History*. UP Mississippi, 1989. 96-120. Group Presentation on *Maus*.

T FEB 18: Satrapi’s *The Complete Persepolis* (2003) – read to page 153 (original book one)

TH FEB 20: Satrapi’s *The Complete Persepolis* (2003) – book one discussion continued. Also read: Groensteen, Thierry. “New Insights on Sequentiality.” *Comics and Narration*. UP Mississippi, 2013. 21-41.

T FEB 25: Satrapi’s *The Complete Persepolis* (2004) – read from 155-end (original book two). Also read: Chute, Hillary L. “Graphic Narrative as Witness: Marjane Satrapi and the Texture of Retracing.” Graphic Women: Life Narrative and Contemporary Comics. Columbia UP, 2010. 135-73.

TH FEB 27: Satrapi’s *The Complete Persepolis* (2004). Group Presentation on *Persepolis*. Midterm review.

T MAR 4: Midterm Exam

TH MAR 6: Discussion of visual stereotyping in cartooning and other media.

T MAR 11: Yang’s *American Born Chinese* (2006).

TH MAR 13: Yang’s *American Born Chinese* (2006). Also read: Smith, Philip. “Hybrid Languages and Literary forms in Gene Luen Yang’s *American Born Chinese*.” April 2013. <http://comicsforum.org/2013/05/10/hybrid-languages-and-literary-forms-in-gene-luen-yangs-american-born-chinese-by-philip-smith/>

Group Presentation on *American Born Chinese.*

SPRING BREAK

T MAR 25: Barry’s *One Hundred Demons* (2002).

TH MAR 27: Barry’s *One Hundred Demons* (2002). Also read: Chute, Hillary L. “Materializing Memory: Lynda Barry’s *One Hundred Demons*.” Graphic Women: Life Narrative and Contemporary Comics. Columbia UP, 2010. 95-134. Group Presentation on *One Hundred Demons.*

T APR 1: Cruse’s *Stuck Rubber Baby* (1995).

TH APR 3: Cruse’s *Stuck Rubber Baby* (1995). Also read: Richards, Gary. “Everybody’s Graphic Protest Novel: Stuck Rubber Baby and the Anxieties of Racial Difference.” *Comics and the U.S. South.* UP Mississippi, 2012. 161-83. Group Presentation on *Stuck Rubber Baby.*

T APR 8: Bechdel’s *Fun Home* (2006).

TH APR 10: Bechdel’s *Fun Home* (2006). Group Presentation on *Fun Home.*

T APR 15: Tezuka’s *Black Jack* (1987).

TH APR 17: Tezuka’s *Black Jack* (1987). Also read: Peterson, Robert S. “The Acoustics of Manga.” *A Comics Studies Reader.* Eds. Jeet Heer and Kent Worcester. UP of Mississippi, 2009. 163-71. Group Presentation on *Black Jack*.

T APR 22: Moore’s *V for Vendetta* (1989). Final Paper Due.

TH APR 24: Moore’s *V for Vendetta* (1989).

T APR 29: Discussion of comics and new media: web-comics, e-books, zines.

TH MAY 1: exam review

****

**ENGL 2413W: The Graphic Novel**

T/Th, 12:30-1:45

Instructor: Katharine Capshaw

Office: CLAS 136, PH: 486-4048

Office hours: Th 11:00-12:00 and by appointment

Email: capshaw@uconn.edu

**Required Texts available at the Co-Op:**

Barry, Lynda. *One Hundred Demons*. (2002)

Bechdel, Alison. *Fun Home: A Family Tragicomic*. (2006)

Cruse, Howard. *Stuck Rubber Baby*. (1995)

McCloud, Scott. *Understanding Comics*. (1993)

Moore, Alan. *V For Vendetta*. (1989)

---. *Watchmen.* (1986)

Satrapi, Marjane. *The Complete Persepolis*. (2003/2004)

Spiegelman, Art. *Maus, Volume 1*. (1986)

Tezuka, Osamu. *Black Jack, Volume 1*. (1987)

Yang, Gene Luen. *American Born Chinese*. (2006)

You may buy the books at the bookstore on campus or you may check them out of your library.

**Course Description:**

This course explores the history and theory of the graphic novel. We will explore a variety of approaches to the genre, from superhero narratives to graphic memoir, from manga to contemporary experimental texts. While no single course can offer a comprehensive summation of such a vast and various body of work, our class will address the field’s major generic threads. We will also develop an understanding of the ‘grammar’ involved in reading a panel, page, and entire comics sequence. Alongside the narratives we will read secondary sources that explore aesthetic and theoretical debates within the field. One of our objectives is to support each other as we engage the critical discourse around comics and graphic novels: we will share sources and insights and offer constructive feedback as we work together to produce informed and incisive term papers.

**This is a General Education, Group 1: Arts and Humanities course, which means:**

Arts and Humanities courses should provide a broad vision of artistic and humanist themes. These courses should enable students themselves to study and understand the artistic, cultural and historical processes of humanity. They should encourage students to explore their own traditions and their places within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human languages and cultures.

The primary modes of exploration and inquiry within the Arts and Humanities are historical, critical, and aesthetic. The subject matter of courses in Group One should be approached and analyzed by the instructor from such artistic or humanistic perspectives.

Courses appropriate to this category must, through historical, critical and/or aesthetic modes of inquiry, introduce students to and engage them in [for the purposes of ENGL 2413] . . . investigations into the modes of symbolic representation; and comprehension and appreciation of written, graphic and/or performance art forms.

Our Course Objectives:

The course’s objectives for student learning are as follows:

1. To understand the formal features of the graphic novel.

2. To analyze effectively (verbally and in writing) the features of the graphic novel.

3. To understand the influence of social and historical context and aesthetic traditions on the graphic novel.

4. To appreciate the significance of the graphic novel within the literary canon.

5. To improve oral communication skills through classroom discussion.

6. Think creatively about some of the central issues—identity, representative, ethics, aesthetics—the graphic novel addresses.

**This is also a W course. You must pass the W portion of the course in order to pass the course.**

**Course Requirements:**

Paper 1: 20%

Paper 2: 20%

Paper 3: 25%

Group Presentation: 15%

Final Exam: 10%

Class Participation: 10%

Grades and their numerical values:

A: 94-100 C+: 77-79 D-: 60-63

A-: 90-93 C: 74-76 F: 0-59

B+: 87-89 C-: 70-73

B: 84-86 D+: 67-69

B-: 80-83 D: 64-66

**Journals you will find useful:** *ImageTexT*, *Image [&] Narrative*, *Mechademia, Journal of Graphic Novels and Comics* (these four journals are either open access or available through the library), *Studies in Comics*, *Studies in Graphic Narratives, International Journal of Comic Art* (you must interlibrary loan articles). Also see Gene Kannenberg’s useful site: [www.comicsresearch.org](http://www.comicsresearch.org)

**Paper 1 (20%): Close Reading of a *Watchmen* Panel**

1000 words. Write an argumentative paper in which you present a reading of a single panel from *Watchmen*. Remember that a successful literary analysis provides your reader with an insight he/she may not have had without your paper. We’ll workshop theses in class to make sure that your papers are argumentative. You may, of course, refer to other panels in supporting your reading. You must refer to at least one panel from McCloud, since you will use McCloud’s arguments to support your own reading.

**Paper 2 (20%): Multi-Panel Reading of *Persepolis***

2000 words. Write an argumentative paper in which you analyze a sequence of panels from *Persepolis* in order to provide your reader with an insight. Again, look for support to McCloud as well as to our class discussions.

**Paper 3 (25%): Open Topic**

1500 words. You design your topic this time. We’ll discuss strategies for developing topics and I will review everyone’s topic one week before the paper is due.

**Group Presentation (15%):**

In groups of four, you will deliver one presentation (15-20 minutes) on a text of your choice. Your presentation should have a clear argument and should include analysis of about 4 extended quotations (one per presenter). Please prepare a one-page handout with your thesis statement, main points of evidence, and bibliography (I can duplicate for you if I have it at least an hour before classtime).

**Final Exam (10%):**

The final exam will take place during exam week and will include a closed-book portion (20%) with short answers and panel analysis as well as an open-book portion consisting of two essays (80%).

**Participation (10%):**

Participation does not mean mere physical presence in class. Be animated and engage with the texts we’re reading. If I see that students are not reading, I will institute quizzes. Close your laptops unless you use them to take notes.

**Other policies:**

* No cell phones will be allowed during class sessions. Absolutely no electronic equipment of any kind should be brought to class on exam days. If you look at a cell phone or pager during an exam, you will fail the exam. Please do not contact me through social networking sites, like Facebook. Use my University email (see above)
* Because this is a W course, revision is required for each paper. You *must* submit a draft for feedback for each paper. If you have an emergency that causes you to get behind in the timeline for submission of drafts and redrafts for each paper, please contact me and we’ll work out a new timeline for you.
* If you need to miss a class, please talk with me **ahead of time** so that we can make arrangements for you to make up the material.
* Be familiar with the University’s policy on Academic Misconduct. You can read it online: <http://www.community.uconn.edu/student_code.html>. Here is a section from the University’s definition of misconduct:

“Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.”

I am available by phone and by email to talk about your progress in the course. Talk with me anytime you have questions or comments about the class. I love these books and I’d love to talk with you about them.

**Course Schedule:**

**All texts must be read in full on the first day of discussion.**

T JAN 21: Introduction

TH JAN 23: Read McCloud, chapters 1-6.

Writing workshop: Close Reading

T JAN 28: Guest lecture by Cora Lynn Deibler, School of Fine Arts.

TH JAN 30: Original Superman and Wonder Woman comics (on Husky CT). Also read: Wolk, Douglas. “Superheroes and Superreaders.” *Reading Comics: How Graphic Novels Work and What They Mean.* New York: De Capo, 2007. 89-118.

Writing Workshop: Panel Analysis

T FEB 4: Moore’s *Watchmen* (1986).

Writing Workshop: Thesis Review

TH FEB 6: Moore’s *Watchmen* (1986). Also read: McCloud, chapters 7-9. Group Presentation on *Watchmen.*

Due: Paper 1 draft (please bring two hard copies to class, one for me and one for a peer)

Writing Workshop: Peer Review

T FEB 11: Spiegelman’s *Maus, Volume 1* (1986).

Writing workshop: Revision Strategies

TH FEB 13: Spiegelman’s *Maus, Volume 1* (1986). Also read: Witek, Joseph. “History and Talking Animals: Art Spiegelman’s *Maus*.” *Comic Books as History*. UP Mississippi, 1989. 96-120. Group Presentation on *Maus*.

Due: Paper 1 redraft

T FEB 18: Satrapi’s *The Complete Persepolis* (2003) – read to page 153 (original book one)

TH FEB 20: Satrapi’s *The Complete Persepolis* (2003) – book one discussion continued. Also read: Groensteen, Thierry. “New Insights on Sequentiality.” *Comics and Narration*. UP Mississippi, 2013. 21-41.

Writing workshop: Rhetorical analysis

T FEB 25: Satrapi’s *The Complete Persepolis* (2004) – read from 155-end (original book two). Also read: Chute, Hillary L. “Graphic Narrative as Witness: Marjane Satrapi and the Texture of Retracing.” Graphic Women: Life Narrative and Contemporary Comics. Columbia UP, 2010. 135-73.

TH FEB 27: Satrapi’s *The Complete Persepolis* (2004). Group Presentation on *Persepolis*.

T MAR 4: Discussion of visual stereotyping in cartooning and other media.

TH MAR 6: Due: Paper 2 draft (please bring two hard copies to class, one for me and one for a peer)

Writing Workshop: Peer Review

T MAR 11: Yang’s *American Born Chinese* (2006).

Writing Workshop: Organization Strategies

TH MAR 13: Yang’s *American Born Chinese* (2006). Also read: Smith, Philip. “Hybrid Languages and Literary forms in Gene Luen Yang’s *American Born Chinese*.” April 2013. <http://comicsforum.org/2013/05/10/hybrid-languages-and-literary-forms-in-gene-luen-yangs-american-born-chinese-by-philip-smith/>

Group Presentation on *American Born Chinese.*

Due: paper 2 redraft

SPRING BREAK

T MAR 25: Barry’s *One Hundred Demons* (2002).

TH MAR 27: Barry’s *One Hundred Demons* (2002). Also read: Chute, Hillary L. “Materializing Memory: Lynda Barry’s *One Hundred Demons*.” Graphic Women: Life Narrative and Contemporary Comics. Columbia UP, 2010. 95-134. Group Presentation on *One Hundred Demons.*

Writing Workshop: Topic Development

T APR 1: Cruse’s *Stuck Rubber Baby* (1995).

TH APR 3: Cruse’s *Stuck Rubber Baby* (1995). Also read: Richards, Gary. “Everybody’s Graphic Protest Novel: Stuck Rubber Baby and the Anxieties of Racial Difference.” *Comics and the U.S. South.* UP Mississippi, 2012. 161-83. Group Presentation on *Stuck Rubber Baby.*

Writing Workshop: Introductions and Conclusions

Due: Paper Proposal (one paragraph describing your topic and general approach)

T APR 8: Bechdel’s *Fun Home* (2006).

TH APR 10: Bechdel’s *Fun Home* (2006). Group Presentation on *Fun Home.*

Due: Paper 3 draft (please bring two hard copies to class, one for me and one for a peer)

Writing Workshop: Peer Review

T APR 15: Tezuka’s *Black Jack* (1987).

TH APR 17: Tezuka’s *Black Jack* (1987). Also read: Peterson, Robert S. “The Acoustics of Manga.” *A Comics Studies Reader.* Eds. Jeet Heer and Kent Worcester. UP of Mississippi, 2009. 163-71. Group Presentation on *Black Jack*.

Due: Paper 3 redraft

T APR 22: Moore’s *V for Vendetta* (1989). Final Paper Due.

TH APR 24: Moore’s *V for Vendetta* (1989).

T APR 29: Discussion of comics and new media: web-comics, e-books, zines.

TH MAY 1: exam review

**2016-148 Engineering Phyics Revise Major**

**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: November 15, 2016

2. Department or Program: Physics

3. Title of Major: Engineering Physics

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall, 2017

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

5. Nature of change: Substitution of courses

# Existing Catalog Description of Major

Engineering Physics Major is offered jointly by the School of Engineering and the Department of Physics in the College of Liberal Arts and Science, Engineering Physics majors can concentrate in either (1) Electrical, (2) Materials Science & Engineering or (3) Mechanical. To complete the degree, students must satisfy the course requirements of the degree granting college or school.

# Proposed Catalog Description of Major

None

# Justification

1. Reasons for changing the major: The previous courses are not being offered

2. Effects on students: None

3. Effects on other departments: Electrical Engineering department is proposing the change. No effect on Physics

4. Effects on regional campuses: None

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: Oct. 4, 2015

    Department Faculty: Oct. 7, 2015

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

Niloy Dutta, 860-486-3481, nkd@phys.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.

**Add ECE3223/3225 to the Engineering Physics curriculum.**

Engineering physics used to have ECE4231/4232 as required classes. ECE3223 and ECE3225 have replaced these courses, but the engineering physics curriculum was never updated.

ECE 3223: Optical Engineering. Major is being updated to reflect new course offering.

ECE 3225: Optical Engineering Laboratory. Major is being updated to reflect new course offering.

**Change ECE2001W to ECE 2001**

ECE 2001W: This course is no longer offered with the W. Eventually, it will be removed from the catalog.

The above has been approved by the School of Engineering C&C in Fall 2015

The curriculum is attached below with the new courses.

***ENGINEERING PHYSICS (EE)***

# FRESHMAN YEAR

|  |  |  |  |
| --- | --- | --- | --- |
| 0B**First Semester** | 1B**Credits** | 2B**Second Semester** | 3B**Credits** |
| MATH 1131Q- Calculus I (115Q) | 4 | MATH 1132Q-Calculus II (116Q) | 4 |
| CHEM 1127Q-Gen. Chem. I (127Q) | 4 | CHEM 1128Q – General Chemistry II (128Q) | 4 |
| PHYS 1501Q -Physics for Engin. I (151Q) | 4 | PHYS 1502Q -Physics for Engin. II (152Q) | 4 |
| ENGL 1010 or ENGL 1011-Acad. Writing (110/111) | 4 | Arts and Humanities Course2 | 3 |
| ENGR 1000-Orientation to Engr. (100) | 1 | CSE 1100C – Intro. To Computing (123C) | 2 |
|  | 17 |  | 17 |

#### SOPHOMORE YEAR

|  |  |  |  |
| --- | --- | --- | --- |
| 4B**First Semester** | 5B**Credits** | 6B**Second Semester** | 7B**Credits** |
| MATH 2110Q-Multivariable Calc.(210Q) | 4 | MATH 2410Q-Differential Equations (211Q) | 3 |
| PHYS 1602Q – Mechanics I (142Q) | 3 | ECE 2001- Electric Circuits (210) | 4 |
| PHYS 2501WC – Lab. in Electricity, Magnetism, & Mechanics (258WC) | 3 | PHYS 2300Q – Quantum Physics (230Q) | 3 |
| CSE 2300W - Logic Design (210W) | 4 | PHIL 1104 Phil. and Social Ethics (104) | 3 |
|  | \_\_ | Social Sciences Course2 | 3 |
|  | 14 |  | 16 |

#### JUNIOR YEAR

|  |  |  |  |
| --- | --- | --- | --- |
| **First Semester** | Credits | **Second Semester** | Credits |
| ECE 3201- Elect. Devices & Circuits (212) | 4 | ECE 3111- Systems Analysis (232) | 3 |
| ECE 3101-Signals and Systems (202) | 3 | PHYS 3202Q – Electricity and Magnetism II (257Q) | 3 |
| PHYS 3201Q- Elect. & Magnetism I (255Q) | 3 | STAT 3345Q – Prob. Mod. For Engr. (224Q) | 3 |
| MATH 2210Q-Linear Algebra (227Q) | 3 | Social Sciences course2 | 3 |
| MATH 3410Q – Diff. Eqns. Appl. (272Q) | 3 | Diversity and Multiculturalism course2 | 3 |
|  | 16 |  | 15 |

#### SENIOR YEAR

|  |  |  |  |
| --- | --- | --- | --- |
| 8B**First Semester** | 9B**Credits** | 10B**Second Semester** | 11B**Credits** |
| ECE 4901-Comp. & Elec. Engr. Design I (290) | 2 | ECE 4902-Comp & Elec. Engr. Design II (291) | 3 |
| ECE 4111 – Communication Systems (241) | 3 | ECE 4211-Micro/Optoelectronic Device (245) | 3 |
| ECE 3223 – Optical Engineering (223) | 3 | ECE 3225 – Optical Engineering Lab (225) | 3 |
| PHYS 3401Q – Quantum Mech.3 (261Q) | 3 | Diversity and Multiculturalism course2 | 3 |
| PHYS 3300Q – Stat. /Therm. Phys. (271Q) | 3 | Elective | 4 |
| Elective | 3 |  | \_\_ |
|  | 17 |  | 16 |

The three-semester sequence of MATH 1120Q-1121Q (112Q-113Q) followed by Math 1132Q (116Q) may be taken instead to satisfy this requirement. MATH 1120Q (112Q) cannot be used toward the required 128 credits for the Engineering degree.

2The courses from content areas one (Arts and Humanities) and two (Social Sciences) must be from four different departments. One course from either content area one (Arts and Humanities) or content area two (Social Sciences) may also be used to fulfill one of the requirements from content area four (Diversity and Multiculturalism). One course from content area four must be an international course.

3Quantum mechanics for Engineers offered by the ECE department can be substituted.

**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: November 15, 2016

2. Department or Program: Physics

3. Title of Major: Engineering Physics

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall, 2017

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

5. Nature of change: Substitution of courses

# Existing Catalog Description of Major

Engineering Physics Major is offered jointly by the School of Engineering and the Department of Physics in the College of Liberal Arts and Science, Engineering Physics majors can concentrate in either (1) Electrical, (2) Materials Science & Engineering or (3) Mechanical. To complete the degree, students must satisfy the course requirements of the degree granting college or school.

# Proposed Catalog Description of Major

None

# Justification

1. Reasons for changing the major: The previous courses are not being offered

2. Effects on students: None

3. Effects on other departments: Materials Science and Engineering department is proposing the change. No effect on Physics

4. Effects on regional campuses: None

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: Oct. 4, 2015

    Department Faculty: Oct. 7, 2015

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

Niloy Dutta, 860-486-3481, nkd@phys.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.

**Remove CHEG 3156 from the Engineering Physics - MSE curriculum.**

CHEG 3156:   This course is no longer offered on a regular basis and it is no longer required for any other major.

**Change MSE elective credits from 6 to 9**

Since we removed CHEG 3156, we are adding another MSE elective.

**Change MSE4003W to MSE4003**

MSE4003 (materials characterization) is no longer a W course

**Change 4901 to 4901W**

4901W (capstone Design) is now a W course

The above has been approved by the School of Engineering C&C in Fall 2015

The curriculum is attached below with the new courses.

**Bachelor of Science in Engineering Physics (MSE)**

**Fall Semester Credits** **Spring Semester Credits**

# FRESHMAN YEAR

PHYS 1501Q - Physics for Engineers I 4 PHYS 1502Q - Physics for Engineers II 4

CHEM 1127Q - General Chemistry I 4 CHEM 1128Q - General Chemistry II 4

MATH 1131Q - Calculus I 4 MATH 1132Q - Calculus II 4

ENGR 1000 - Orientation to Engineering 1 CSE 1100C - Intro. to Computing 2

ENGL 1010 or 1011 – Seminar English ENGR 1166 – Foundations of Engr. 3

Course 4

**Total Credits 17 Total Credits 17**

# SOPHOMORE YEAR

PHYS 3101 - Mechanics I 3 PHYS 2300 - Quantum Physics 3

PHYS 2501W - Lab. 3 MATH 2410Q - Elem. Diff. Eqns. 3

MATH 2110Q - Multivar. Calc. 4 MSE 2002 - Intro. to Structure II 3

MSE 2001 - Intro. to Structure I 3 General Education Course CA 1 3

PHIL 1104 – Ethics 3 MSE 2053 - Materials Lab. I 1

General Education Course CA 2 3

# Total Credits 16 Total Credits 16

# JUNIOR YEAR

PHYS 3201 - Electricity & Magnetism I 3 PHYS 3202 - Electricity & Magnetism II 3

MATH 3410Q - Diff. Eqns. Appl. 3 PHYS 4150 - Optics 4

MSE 3003 - Structure/Properties I 3 PHYS 4210 - Intro. to Solid State Phys. 3

MSE 3055 Microstructure Lab 1 MSE 3004 - Structure/Properties II 3

General Education Course CA2 3 MSE 3056 – Mech Behavioral Lab 1

MSE 3001 - Applied Thermodynamics 3 MSE 3002 - Materials Processing 4

**Total Credits 16 Total Credits 18**

# SENIOR YEAR

MSE 4901W Capstone Design I 2 MSE 4902W Capstone Design II 2

PHYS 3401 - Quantum Mechanics\* 3 PHYS Elective 3

MSE 4003 - Materials Characterization 3 MSE Elective 3

MSE Elective 3 MSE Elective 3

General Education Course CA4 3 General Education Course CA4 3

**Total Credits 14 Total Credits 14**

## Total Credits (Four years) 128

**Note: Please make sure all CLAS Gen Ed requirements have been fulfilled**

MSE Electives: MSE 4004, 4005

Physics Electives: PHYS 3300, 4140

**2016-149 ACBC Add Masters Program**

**Request for New/Modified UConn Academic Degree Program or Name Change**

**General Information**

Name of proposed academic degree program (If solely a Name Change, indicate old and new names):

**Professional Master's Degree Program In Applied Biochemistry And Cell Biology**

Name of sponsoring Department(s):

**Molecular and Cell Biology**

Name of sponsoring School(s) and/or College(s):

**College of Liberal Arts and Sciences**

Campuses (Storrs and/or regional[s]) proposed to offer this degree program:

**Storrs**

Contact person and contact details:

**Adam Zweifach, Ph.D., Assoc. Prof. Dept. of Molecular and Cell Biology.**

**adam.zweifach@uconn.edu, 860-486-1627**

**Victoria Robinson, Ph.D., Assoc. Prof. Dept. of Molecular and Cell Biology.**

**victoria.robinson@uconn.edu, 860-486-4353**

Type of Proposal (New/Modified/Name Change/Discontinuation):

**New**

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC):

**M.S.**

Anticipated Initiation Date: **Fall 2017** Anticipated Date of First Graduation: **Spring 2019**

CIP Code: DHE Code (if available):

**Submittal Information**

Name of Department Head(s): **Michael Lynes, Ph.D.**

Department(s): **Molecular and Cell Biology**

Signature of Department Head(s): Date:

Name of Dean: Jeremy Teitelbaum

School/College: CLAS

Signature of Dean: Date:

Name of Document Recipient in Provost’s Office: Date:

**Please include the following applicable documents upon delivery to Provost’s Office:**

Course and Curriculum Committee Minutes (One set for all involved departments)

Undergraduate Program Review Committee Minutes (Undergrad Only)

Graduate Faculty Council Executive Committee Minutes (Grad Only; not for the Law School)

Board of Trustees Resolution (Template available on Provost’s website)

The Provost’s Office will submit the proposal to the Council of Deans, the Board of Trustees, the Advisory Committee on Accreditation (if necessary), and the Board of Regents.

**Program Proposal Instructions**

Please populate the following fields with all applicable information for your proposed program, modification, or discontinuation. The information below will be shared with the Council of Deans, the Board of Trustees, the Connecticut Board of Regents and the Advisory Committee in Accreditation (if necessary). If you have any questions, please contact the Provost’s Office.

Please submit the Program Proposal in WORD format.

Further instructions are available here: <http://policy.uconn.edu/?p=1024>

CONSENT CALENDAR

Institution: University of Connecticut

Item: Licensure and accreditation of a program in Applied Biochemistry and Cell Biology, leading to the Master of Science (M.S.) Degree

Date: September XX, 2016

**Background**

The methods and concepts of Biochemistry and Cell Biology are applied in areas such as basic science research, drug discovery and production, development of biologic therapies, design of scientific instruments, and tissue engineering. Understanding Biochemical and Cell Biological methods and concepts is also important for legal and regulatory agencies that focus on drug discovery and stem cell therapies, among other areas. Our goal is to develop a Professional Master’s Degree Program in Applied Biochemistry and Cell Biology (ABCB) that will train graduates in the concepts and techniques needed to participate in these important endeavors, and to educate them as to the regulatory requirements pertinent to their application. This program builds on existing research and training activities among biochemists and cell biologists across several University Departments. A key factor that differentiates this proposed program from existing Plan A and Plan B MS programs is the requirement for a 3 credit internship that students may conduct in the laboratory of a participating Faculty member or offsite in a company setting. This internship represents a less intensive experience than is required for a Plan A MS, but is more intensive than is usual for a Plan B MS. It is better suited to the overall objectives of this program, which, as described in detail below, are geared towards workforce development.

**Description**

**Purpose and Objectives:**

The Applied Biochemistry and Cell Biology degree program will be one part of the University's growing framework for research and education in science and technology. The proposed master’s degree program will provide students with comprehensive training in Biochemistry and Cell Biology along with coursework in regulatory and public health issues. It goes beyond traditional M.S. degree programs in offering a coherent set of courses that builds a knowledge base in basic biochemistry and cell biology principles, adds complementary courses in business and public policy, and includes a three-credit internship to provide hands-on experience. This combination of training experiences will make program graduates valuable members of decision-making teams who must deal with complex issues surrounding emerging technologies.

We anticipate that graduates of this program will find employment in industries that utilize biochemical and cell biological approaches: research laboratories, pharmaceutical companies, manufacturers of biologic therapeutic agents (e.g. antibodies, cytokines), research instrument manufacturers, regenerative medicine and tissue engineering companies, etc. In addition, graduates would be suited for positions with federal and state regulatory agencies dealing with public health concerns. Finally, they may serve in advisory capacities to judicial or legislative bodies that deal with issues involving patent law in the context of pharmaceuticals or stem cells. In this capacity they may also find employment with private consulting firms.

Historically, the State's economy has relied heavily upon manufacturing and the defense industry. Recent years have seen a shift in the State's economy to an increasing reliance on the financial services sector and biotechnology industries. Statistics from the Connecticut Department of Labor's Office of Research document growth opportunities in these sectors. The proposed Professional Master's Degree targets several careers listed in the top twenty fastest growing occupations (requiring a bachelor's degree or higher) in Connecticut (see below). ABCB will join several other similar programs, including Microbial Systems Analysis and Applied Genomics, both housed in MCB, in offering highly relevant training geared towards workforce development.

|  |  |  |  |
| --- | --- | --- | --- |
| Job title | 10 year increase (%) | Annual openings | Avg. Salary |
| Medical Scientist | 23 | 50 | $112,000 |
| Biochemist/ Biophysicist | 22 | 8 | $106,000 |
| Natural Sciences Manager | 13 | 18 | $145,000 |

**Reasons for the Proposed Program/Modification/Discontinuation**

The reasons for this new program are outlined in the preceding sections.

**Curriculum & Program Outline**

**Course Work:**

Degree requirements include a minimum total of 33 credits: 19 credits of Conceptual Courses, plus any combination of 8 credits of **Practical Coursework Options** that include workshops and advanced laboratory classes and 6 credits of Professional Master's cohort courses including professional development courses, public policy/regulatory courses, seminars and internships. Note that an Internship (3 credits of GRAD 5930) is required in this program. This will provide students in ABCB the opportunity to develop their skills in an applied setting, which will be tailored to the student’s interests. The work may be conducted in the laboratory of an ABCB faculty member, or it may be conducted at a partnering company. At present, potential partners include AddGene, Alexion, Boehringer Ingelheim, Protein Sciences, Pfizer, and Signum Biosciences, The practical experience provided by this internship represents one of the key differences between ABCB and both Plan A and Plan B MS degrees currently offered in MCB. It is an intermediate level of laboratory immersion that is better suited to the outcomes of our anticipated students’ interest. New course options may be added to this list by a majority vote of the key faculty for the program.

A. Conceptual Courses (19 credits required)

MCB 4026W, Advanced Biochemistry Laboratory, 4 cr.

MCB 5008, Techniques of Biophysical Chemistry, 3 cr.

MCB 5012, Foundations of Structural Biochemistry, 3 cr.

MCB 5003, Biophysical Chemistry, 3 cr.

MCB 5200, Cell Biology of the Mammalian Secretory Apparatus, 3 cr.

MCB 5250, Techniques in Cellular Analysis, 3 cr.

MCB5280, Advanced Cell Biology, 3 cr.

MCB 3211 Cancer Cell Biology and Genetics, 3 cr.

MCB 3219 Developmental and Regenerative Biology, 3 cr.

MCB 4211 Basic Immunology, 3 cr.

MCB 5210 Molecular Endocrinology, 3 cr.   
MCB 5217 Biosynthesis of Nucleic Acids and Proteins, 3 cr.

MCB5255 Cellular and Molecular Immunology, 2 cr.  
MCB 5240 Virology, 3 cr.  
MCB 5299 Current Topics in Cell Biology, 1 cr.

MCB 5454 Molecular Aspects of Genetics, 2 cr.  
MCB 5471 Current Topics in Molecular Evolution and Systemics, 1 cr.

MCB 5681 Mechanisms of Bacterial Pathogenicity, 3 cr.  
MCB 5895 Independent Study, 1 cr.

PHRX 3001, Foundations in Bioinorganic Chemistry, 3 cr.

PHAR 5471 Advanced Pharmacology I: Basic Principles, 3 cr.  
PHAR 5472 Advanced Pharmacology II: Drug Disposition, 2 cr.  
PHAR 6455 Advanced Toxicology, 4 cr.  
PNB 3260 Stem Cell Biology, 3 cr.

B. Practical Coursework Options (8 credits)

MCB 5896-052, Introduction to Flow Cytometry, 1 cr.

MCB 5896-XXX, Introduction to Microscopy, 1 cr, N.

MCB 5896-XXX, Practical Applications of Cell Culture, 1 cr.

MCB 5896-XXX, Multimode Plate Reader, 1 cr., N

MCB XXXX, Biophysical Analysis of Macromolecules, 1 cr., D

Pharm XXXX, Bioinorganic Chemistry, 3 cr.

MCB 5427, Laboratory Techniques in Functional Genomics, 1 cr., D

MCB 5430, Analysis of Eukaryotic Functional Genomic Data, 3 cr.

MCB 5670, Theory and Practice of Laboratory Techniques in Microbiology, 1 cr., D

MCB 5671, Advanced Theory and Practice of Laboratory Techniques in Microbiology, 2 cr., D

MCB 5672, Applied Bioinformatics, 1 cr.

MCB 6897, Research, 1-6 cr.

C. Professional Master's Cohort Courses (6 credits from the following- must include 3 credits of GRAD 5390)

MCB 5896-XXX, Frontiers in Drug Discovery, 1 cr., D, N

MCB 5490, Industrial Insights, 1 cr.

MCB 5491, Professional Development Seminar, 1 cr.

MCB/GRAD 5900, Professional Writing and Communication Skills, 2 cr.

MCB/GRAD 5910, Responsible Conduct in Research in Genomics and Life Sciences, 1 cr.

GRAD 5930, Full-Time Directed Studies (Master’s Level) – Internship, 3 cr.

D, Different sections may be taken for repeat credit. N, courses that are being developed for this program.

**Advisory Committee:**

For each student, one of the Program’s two Heads will serve as the Major advisor. Two additional program Faculty will serve with the Major Advisor as the student’s advisory committee. This Advisory Committee will assist the student in the selection of courses best suited to meet career aspirations.

**Plan of Study:**

The student will prepare a Plan of Study containing the courses he or she will take to gain mastery of the body of knowledge of the field, including the required Conceptual, Practical and Professional courses. This plan of study must be approved by the student’s advisory committee and the Executive Committee of the Graduate School.

**Exit Exam:**

The final requirement for the Professional Master's Degree in ABCB is passing performance on an innovative exit exam that will require an original, scholarly piece of work that may take one of many forms. It could be a comprehensive review paper on an appropriate topic. Alternatively, the student could be requested to formulate a solution to a problem likely to be encountered in the particular career track chosen. It might be appropriate for the student to write a mock journal article or technical report on work encountered during an internship or other research-training phase of the degree. We envision that some students may already have positions secured prior to completion of the exit exam. In these cases we would consult with the appropriate corporate partner to determine the type of exercise that would be most beneficial to the student's preparation for employment. The student and the Advisory Committee will determine the nature and time frame for completion of the final exam. The Advisory Committee will evaluate the exam per University guidelines. It is the intent of this innovative exit exam to reinforce the discipline-specific competency and to provide an evaluation tool for relevant problem-solving abilities and writing skills.

**Learning Outcomes**

Students that successfully complete the ABCB curriculum will demonstrate mastery of the core concepts, methods, tools and approaches underlying modern research in Biochemistry, Biophysics and Cell Biology at a level sufficient to enable them to participate in research, or to apply their knowledge in regulatory, governmental or corporate settings. The internship, which they will spend in a laboratory either at UConn or offsite, will provide them with a practical experience that will aid them in their future endeavors.

**Enrollment & Graduation Projections**

## Admission

Graduate School regulations and policies will govern admission to the program.

## Enrollment Projections

It is the goal of this program is to admit 4-6 new students each year, beginning with formal recruitment for the Fall 2017 semester. Based on previous experience with the other PSM programs, we anticipate that demand for this program will be high.

**Resource Support**

**Library and Learning Resources:**

No additional library resources will be required to deliver this academic program.

**Financial Resources:**

MCB has agreed to commit up to $20,000 for initial development of modular courses that are not yet offered. It is anticipated that once the program is underway, resources will be available from tuition returns and the program will be self-sustaining.

**Facilities and Equipment:**

Many courses that comprise the program are already offered. No additional University facilities and equipment will be required to deliver this academic program. The Applied Biochemistry and Cell Biology degree program will be one part of the University's growing framework for research and education in science and technology. State-of-the-art instruments (flow cytometers, confocal microscopes, NMR machines, etc.) are available in the Core Facility that will make valuable contributions to a number of laboratory courses for the Applied Biochemistry and Cell Biology degree program. It is anticipated that some of the courses developed for the other Professional Master's (Applied Genomics, Microbial systems analysis) may also be incorporated in the future into options for this degree program as well. Furthermore, MCB has ~3500 sq/ft in Beach Hall that is earmarked for programs like ABCB. This space is being stocked with equipment (incubators, shakers, sterile hoods, balances etc.) as it becomes available via faculty attrition and from Departmental resources. This will be available for new modular courses.

**Program Administration**

The co-directors of the Applied Biochemistry and Cell Biology degree will be Professors Victoria Robinson and Adam Zweifach, Department of Molecular and Cell Biology. Both have been active in the graduate fields of SB3 (Robinson) and CDB (Zweifach), and have extensive experience in advising and mentoring graduate students.

**Faculty**

Faculty members teaching in the program hold appointments in other departments. All faculty hold terminal degrees. Key faculty include:

Nathan Alder Associate Professor MCB5012

James Cole Professor MCB5012/5008

Charles Giardina Professor MCB 3211, MCB 5217

David Goldhamer Professor MCB 3219

David Knecht Professor MCB5025

Judith Landin Assist. Prof. in Residence MCB4026

Juliet Lee Associate Professor MCB5280

Michael Lynes Professor MCB 4211, MCB5255

Eric May Assistant Professor MCB 5003

Victoria Robinson Co-Director, Assoc. Professor MCB5014/ Module

Carol Teschke Professor MCB5240

Adam Zweifach Co-Director, Assoc. Professor MCB2210/ MCB5896

**Similar Programs in Connecticut or Region**

Currently, MCB is home to two Professional Science Masters Programs (Microbial Systems Analysis and Applied Genetics and Genomics) that are similar in design to our proposal. However, the conceptual material underlying these programs differs and is very different than that of the program we are proposing. There is currently no program in Connecticut that offers the blend of conceptual and practical training in Biochemistry and Cell Biology that ABCB will provide. However, a similar program that focuses on Cell Biology and Biochemistry called Applied Biotechnology is offered at UMass Lowell. This program has been in existence for ~ 5 years and admits ~10 students per year. Note that the success of the existing PSM programs at UConn and the success of the Applied Biotechnology at UMass Lowell provide strong evidence for the need for ABCB. We may apply for accreditation in the National PSM organization once ABCB is up and running at UConn.

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| --- | --- | --- | --- | --- | --- |
| **Academic Plan / Degree Code** | **Program Description** | Show previous rows (inactive button) (Alt+,)Show next rows (inactive button) (Alt+.)   |  | | --- | | **Academic Plan Type** | | **Degree Type** | **Minimum Credits Required(including Thesis)** |
| ACCTG\_MS | Accounting MS | Degree | MS | 30 |
| ADVOC\_MA | Adult Learning MA | Degree | MA | 24-30 |
| ANSCI\_MS | Animal Science MS | Degree | MS | 24 |
| ANTHRO\_MA | Anthropology MA | Degree | MA | 24 |
| AGECON\_MS | Appl and Resource Econ MS | Degree | MS | 24 |
| APLMCR\_MS | Appl Microbial Sys Analysis MS | Degree | MS | 33 |
| APLFMATHMS | Applied Financial Math MS | Degree | MS | 30 + Internship |
| APL\_GEN\_MS | Applied Genomics MS | Degree | MS | 33 |
| ART\_MFA | Art MFA in Studio Art | Degree | MFA | 60 |
| ARTAD\_MFA | Arts Administration (MFA) | Degree | MFA | 60 |
| BIODIV\_MS | Biodiversity & Conservation Biology MS | Degree | MS | 24 (Plan B) |
| BMENGR\_MS | Biomedical Engineering MS | Degree | MS | 24 |
| BIOSTAT\_MS | Biostatistics MS | Degree | MS | 31 |
| EXEC\_MBA | Business Admin Exec MBA | Degree | EMBA | 48 |
| BUSNAD\_MBA | Business Administration MBA | Degree | MBA | 57 |
| BUSNAPM\_MS | Busn Analytics and Proj Man MS | Degree | MS | 33 |
| CELBIO\_MS | Cell Biology MS | Degree | MS | 24 |
| CHEMEG\_MS | Chemical Engineering MS | Degree | MS | 24 |
| CHEM\_MS | Chemistry MS | Degree | MS | 24 |
| CIVLEG\_MS | Civil Engineering MS | Degree | MS | 30 |
| CLNTRN\_MS | Clinical & Transl Research MS | Degree | MS | 24 |
| COMSCI\_MA | Communication MA | Degree | MA | - |
|  | Communicaction Theory |  |  | Plan A > 39 / Plan B > 30 |
|  | Marketing Communication |  |  | Plan A > 36 / Plan B > 27 |
|  | Organizational Theory |  |  | Paln A > 36 / Plan B > 27 |
| CSCIEG\_MS | Computer Science & Engr MS | Degree | MS | 27 |
| EDCI\_MA | Curriculum and Instruction MA | Degree | MA |  |
|  | Music Education |  |  | 30 |
| DENTSCI\_MS | Dental Science MS | Degree | MDENTSC | 24 |
| DIGMED\_MA | Digital Media and Design MA | Degree | MA | 30 |
| DIGMED\_MFA | Digital Media and Design MFA | Degree | MFA | 48(Plan B only) |
| DRAMA\_MA | Dramatic Arts MA | Degree | MA | 60 |
| DRAMA\_MFA | Dramatic Arts MFA | Degree | MFA | 60 |
| ECOLGY\_MS | Ecology & Evolutionary Biology MS | Degree | MS | 24 |
| ECONOM\_MA | Economics MA | Degree | MA | 24 |
| ED\_ADM\_MA | Educational Administration MA | Degree | MA | 24 |
| ED\_PSY\_MA | Educational Psychology MA | Degree | MA |  |
|  | School Counseling |  |  | 51 |
|  | Cognition/Instr/Tech |  |  | Plan B > 33-36; Plan B > 30 |
|  | Educational Tech |  |  | 31 |
|  | Gifted & Talented |  |  | 30 |
|  | Measurement / Eval / Assess. |  |  | 33 |
|  | School Psychology |  |  | 36 |
|  | Special Education |  |  | 30 |
| ELECEG\_MS | **Electrical Engineering MS** | Degree | MS | 27 |
|  | Electronics, Photonics, and Biophotonics |  |  | 27 |
|  | Information, Communications, Decision, and Biosystems |  |  | 27 |
| MENGR | **Engineering MEng** | Degree | MENG |  |
|  | Computer Science & Engineering |  |  | 27 |
|  | Electrical and Computer Engineering |  |  | 27 |
|  | General |  |  | 27 |
|  | Materianls Science & Engineering |  |  | 27 |
|  | Advanced Engineering |  |  | 27 |
|  | Civil and Environmental |  |  | 39 |
|  | Structural |  |  | 27 |
|  | ~~Water Resources & Environmental~~ |  |  |  |
|  | ~~Transportation & Urban~~ |  |  |  |
|  | **Mechanical Engineering Department** |  |  |  |
|  | Systems and Mechanics |  |  | 36 |
|  | Thermal & Fluid Sciences |  |  | 36 |
| ENGLSH\_MA | English MA | Degree | MA | 46 |
| ENVENG\_MS | Environmental Engineering MS | Degree | MS | 30 |
| FINRSKM\_MS | Financial Risk Management MS | Degree | MS | 33-36 |
| GENET\_MS | Genetics & Genomics MS | Degree | MS | 24 |
| GEOGR\_MA | Geography MA | Degree | MA | 24 |
| GEOLSCI\_MS | Geological Sciences MS | Degree | MS | 24 |
| PSMHCG\_MS | Health Care Genetics MS | Degree | MS | 33 |
| ALDHLTH\_MS | Health Promotion MS | Degree | MS | 30-32 |
| PRHIED\_MA | Higher Educ Student Affairs MA | Degree | MA | 44 |
| HISTRY\_MA | History MA | Degree | MA | 24 |
| FAMSTD\_MA | Human Devel & Family Stu MA | Degree | MA | 50-60 |
| HRM\_MS | Human Resource Management MS | Degree | MS | 33 |
| HSRVADMMPS | Humanitarian Serv Admin MPS | Degree | MPS | 36 |
| INTLSTD\_MA | International Studies MA | Degree | MA | 30 |
| JUDSTDS\_MA | Judaic Studies MA | Degree | MA | 24 |
| KINES\_MS | Kinesiology MS | Degree | MS | 24 |
| LCL\_MA | Liter, Cultures & Lang MA | Degree | MA | 24 |
| METMAT\_MS | Materials Science & Engr MS | Degree | MS | 27 |
| MTLSCI\_MS | Materials Science MS | Degree | MS | 24 |
| MATH\_MS | Mathematics MS | Degree | MS | 24 pre-FA 2017; 30 FA 2017+ |
| MECHEG\_MS | Mechanical Engineering MS | Degree | MS | 30 |
| MEDVL\_MA | Medieval Studies MA | Degree | MA | 30 |
| MCRBIO\_MS | Microbiology MS | Degree | MS | 24 |
| MCB\_MS | Molecular and Cell Biology MS | Degree | MS |  |
|  | Cell & Devl Biol | Degree | MS | 24 |
|  | Genetics & Genomics | Degree | MS | 30-33 |
|  | Microbiology | Degree | MS | 44-48 |
|  | Struct. Biol, Biochem & Biophysics | Degree | MS | 24 |
| MUSIC\_MA | Music MA | Degree | MA | 33-39 |
| MUSIC\_MMUS | Music MMus | Degree | MMUS | ? |
| NATRES\_MS | Natural Resources MS | Degree | MS | 24 |
| NURSNG\_MS | Nursing MS | Degree | MS |  |
|  | Adult Gerontology Primary Care Nurse Pract. | Concentration Area | | 45 |
|  | Adult Gerontology Acute Care Nurse Pract | Concentration Area | | 45 |
|  | Family Nurse Pract. | Concentration Area | | 48 |
|  | Neonatal Clinical Nurse Spec/Nurse Pract | Concentration Area | | 44 |
|  | Clinincal Nurse Leader | Concentration Area | | 37 |
|  | Post Master Cert | Concentration Area | | 26 |
| NUTRSC\_MS | Nutritional Science MS | Degree | MS | 24 |
| OCEAN\_MS | Oceanography MS | Degree | MS | 24 |
| PTHBIO\_MS | Pathobiology MS | Degree | MS | ? |
| PHMSCI\_MS | Pharmaceutical Sciences MS | Degree | MS | 24 |
| PHILOS\_MA | Philosophy MA | Degree | MA | 36-42 |
| PHYSIC\_MS | Physics MS | Degree | MS | ? |
| PHNRBI\_MS | Physiology & Neurobiology MS | Degree | MS | 24 |
| PLNTSC\_MS | Plant Science MS | Degree | MS | ? |
| POLISC\_MA | Political Science MA | Degree | MA | 24 |
| POLYSC\_MS | Polymer Science MS | Degree | MS | 24 |
| PSYC\_MS | Psychological Sciences MS | Degree | MS | 24 |
| PBLAFR\_MPA | Public Administration MPA | Degree | MPA | 43 |
| PBHLTH\_MPH | Public Health MPH | Degree | MPH | 48 |
| PUBPOL\_MPP | Public Policy MPP | Degree | MPP |  |
| SOCWRK\_MSW | Social Work MSW | Degree | MSW | 60 |
| SOCIOL\_MA | Sociology MA | Degree | MA | 37 |
| SP\_ED\_MA | Special Education MA | Degree | MA | 30 |
| SLH\_MA | Speech, Lang and Hear Sci MA | Degree | MA | 57 |
| SPMAN\_MS | Sport Management MS | Degree | MS | 33 |
| STATIS\_MS | Statistics MS | Degree | MS | 24 |
| BPHYS\_MS | Struct Biology and Biophys MS | Degree | MS | 24 |
| SURVRES\_MA | Survey Research MA | Degree | MA | 30 |

**2016-150 ACBC Add Masters Program**

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| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Gillingham |
| **Course Title** | National Parks Unearthed: Geology & Landscapes through Time |
| **CAR Status** |  |
| **Workflow History** | Start |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 2 |
| **Course Subject Code** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Subject Code #2** | GSCI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Geosciences |
| **Reason for Cross Listing** | This course covers topics in both physical geography and geological sciences that pertain to both Geography and the Center for Integrative Geosciences. |
| **Course Title** | National Parks Unearthed: Geology & Landscapes through Time |
| **Course Number** | 23xx |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Julie C Gillingham |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | jcg16107 |
| **Initiator Email** | [julie.fosdick@uconn.edu](mailto:julie.fosdick@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 100-120 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This class meets for three hours a week and involves a combination of lectures, classroom activities, weekly quizzes, two midterms, and a final project. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | No |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | National Parks Unearthed: Geology & Landscapes through Time Three credits. Three lectures. Geologic processes that shape the Earth’s landscapes and interior through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation. |
| **Reason for the course action** | The proposed course will provide a new 2000-level class that covers the foundational processes in geology and physical geography as exemplified by our national parks. Such a course addition to UConn’s curriculum is timely as 2016 marks the Centennial of the National Park Service and there is amplified interest and attention on National Parks, Monuments, and Seashores. This course will make use of existing publications and textbook resources on the national parks, as well as the numerous teaching modules, videos, and virtual field trips now available for the centennial. This course is a promising addition to both the Department of Geography and Center for Integrative Geosciences as it will likely attract majors in physical geography and geological sciences. Finally, students pursuing non-science and technology degrees will find such a course on national parks appealing for satisfying general education requirements in science and technology. |
| **Specify effect on other departments and overlap with existing courses** | This course contributes new content to both GEOG and GSCI undergraduate curricula, and has high potential to attract majors to these disciplines. As a proposed general education course, there are currently few overlapping options in GSCI, and so this course will help to satisfy an existing need in the GSCI program. There is some topical overlap with the honors introductory geology course (GSCI 1055), which includes a new focus on national parks. However, the addition of new geology and landscapes of National Parks would likely draw enrollment broadly across the University. Ideally, these courses would be offered in different semesters. Additionally, this course poses no detrimental overlap in GEOG and will likely constitute a strong course for recruiting majors and providing background foundation in the physical sciences – spanning lithosphere to hydrosphere – for students who go on to study physical geography, geographic information science, and environmental planning and management. The proposed course may also draw enrollment from Natural Resources and the Environment, whose students seek additional training in physical geology and park landscapes as part of their degree requirements for concentrations such Climate and Water Resources and Environmental Conservation. |
| **Please provide a brief description of course goals and learning objectives** | The overarching objective of this class is for students to gain the ability to interpret and explain the physical, chemical, and biological processes that shape Earth’s landscapes and geology. With this information, students will become better stewards of our natural lands and resources. Classroom activities and lectures are each motivated by posing questions to students about how landscapes, landforms, and rocks of particular parklands are formed. Assignments and exams require students to retain knowledge, analyze and interpret data, and communicate their findings with supporting evidence. A broad range of National Parks, Monuments, and Seashores (including regional and Connecticut state parks) are covered in this class to provide natural settings to be discovered through theoretically based inquiry, analytical thinking, and interpretation of empirical data. Along these lines, this course emphasizes important topics such as climate change, formation and preservation of natural resources, and understanding the physical and natural world. Scientific inquiry is a theme throughout lectures and activities, all of which are motivated with questions (e.g., how do glaciers move?). Students who fully engage in this course will be able demonstrate an understanding of scientific inquiry and the basis for technology, collect and interpret data, and think critically. Examples of specific learning outcomes include: ♣ Construct topographic contours from elevation data and interpret topographic and geologic maps. ♣ Assess potential natural hazards in terms of physical variables such as, rock type, climate, and tectonic setting. ♣ Perform basic spatial analysis of geologic and geographical data using GIS methods. ♣ Evaluate best land use practices to minimize effects of environmental degradation. ♣ Demonstrate a general understanding of global climate, environmental, and biotic change over Geologic Time. ♣ Evaluate the geologic evidence and technological advancements that led to the modern Theory of Plate Tectonics. ♣ Explain the major geographical patterns of continents, oceans, mountains, volcanoes and earthquakes within a Plate Tectonic framework. ♣ Predict and describe the eruptive behavior of volcanoes based on the mineral composition of volcanic rock samples. ♣ Describe and compare how landforms in various parkland settings are controlled by differential weathering and erosion of rocks. ♣ Sketch and describe the physical features of drainage basins and river systems. ♣ Identify the limits of drainage basins and river networks using topographic maps and digital elevation data. ♣ Perform basic calculations of geologic processes such as rates of river incision, rock uplift, erosion, and tectonic plate motion. |
| **Describe course assessments** | Assessment of student learning will include weekly quizzes (self-graded and discussed in class), graded classroom activities, two midterm exams, and a final project. Weekly Learning Review A short quiz will be given at the end of the week to assess general understanding of topics and reading assignments covered during the week. Quiz questions will consist of three multiple choice/matching/fill-in-the-blank questions. Answers are reviewed and discussed together in class. Midterms Two midterm exams will test students on material covered in lecture and reading assignments. All exams will be held in the regular classroom and are closed-book/notes. Exam questions will be mostly short answer and multiple choice/fill-in-the-blank. Exam material will cover (1) factual knowledge and scientific vocabulary, (2) conceptual understanding of basic rock properties, geologic relationships, or principles, and (3) solving problems such as interpreting relative timing of events, recognizing environmental changes, etc. Guidebook Final Project The goal of the Final Project is to prepare a report and group presentation on “Geographic & Geological Field Guide” to a National or State park of choice, using concepts learned in class to explain the geology, landscapes, and land management plans of that area. Working in groups of four to six classmates with similar topics, students will prepare a group report and poster presentation to be given at the end of the semester. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | |  | CourseProposal\_GEOG-GSCI\_23xx\_Syllabus | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Initiator Comments** |  |
| **Comments & Approvals Log** |  |

**National Parks Unearthed: Geology & Landscapes through Time**

**GEOG 23xx / GSCI 23xx**

**Time: TBA Location: TBA**

**Instructor: Prof. Julie Fosdick Office:** Beach 235 **Email:** julie.fosdick@uconn.edu

**Syllabus**

**Course Overview**

Three credits. This course covers the geologic processes that shape the Earth’s landscapes and interior through the study of National Parks, Monuments, and Seashores. Topics include plate tectonics, volcanism, environments of deposition, weathering and erosion, climate and biotic change, natural hazards, the origin and management of natural resources, and environmental conservation.

**Class Participation**

Class participation is required! There will be in-class activities, quizzes, and participation credit that require you to be present in class. Make-up work is permitted only with Instructor’s approval (for absences arranged with in advance, medical emergencies, or other University approved situations). If there is an absolutely unavoidable circumstance, it is your responsibility to contact the Instructor as soon as possible.

**Required reading**

There is one required textbook for the class which is available at the bookstore and online. For some topics, the reading assignment will be a handout prepared by the Instructor and available on HuskyCT. Students are responsible for keeping up with all reading assignments, which will be covered on quizzes and midterm exams. Readings should be completed prior to the class listed in the schedule.

*Required Textbook*:

Parks and Plates: The Geology of Our National Parks, Monuments, and Seashores by Lillie, (2005)

*Supplementary resources*:

Geology of National Parks by Harris, Tuttle, and Tuttle (5th ed.)

Physical Geography: Great Systems and Global Environments by Marsh and Kaufman (2012)

**Weekly Learning Review**

A short quiz will be given at the beginning of class on Fridays to assess general understanding of topics and reading assignments covered during the previous week. Quiz questions will consist of three multiple choice/matching/fill-in-the-blank questions. We will review answers together in class. Missed quizzes cannot be made up outside of class without Instructor’s approval… but good news - your lowest score will be dropped!

**Midterms**

Two midterm exams will test students on material covered in lecture and reading assignments. All exams will be held in the regular classroom and are closed-book/notes. Exam questions will be mostly short answer and multiple choice/fill-in-the-blank. Exam material will cover (1) factual knowledge and scientific vocabulary, (2) conceptual understanding of basic rock properties, geologic relationships, or principles, and (3) solving problems such as interpreting relative timing of events, recognizing environmental changes, etc. Make-up exams are permitted only with Instructor’s approval (for absences arranged with Instructor in advance, medical emergencies, or other University approved situations).

**Guidebook Final Report**

The goal of the Final Project is to prepare a report and group presentation on “Geographic & Geological Field Guide” to a National or State park of choice, using concepts learned in class to explain the geology, landscapes, and land management plans of that area. Working in groups of four to six classmates with similar topics, students will prepare a group report and poster presentation to be given at the end of the semester. Reports must be 10-12 pages in length (excluding figures), double spaced using Times New Roman 12 pt. font, and properly referenced. The group presentations constitute 10% of the Final Report grade.

**Course Grades**

Midterms (40%)

Weekly Learning Review (20%)

Final Guidebook Report (20%)

Classroom & take-home assignments (10%)

Class participation (10%)

Grade scale: A’s = >89.5%, B’s = 79.5 to 89.4%, C’s = 69.5% to 79.4%; D’s = 59.5% to 69.4%; F = <59.5%.

Academic Integrity: As a student at UConn, you are expected to adhere to the standards and policies detailed in the *Responsibilities of Community Life: The Student Code* (http://community.uconn.edu/the-student-code-preamble/). When you submit an assignment with your name on it, you are signifying that the work contained therein is all yours, unless otherwise cited or referenced. All suspected violations of the *Code* will be handled according to University policies.

***\*\*\*Course syllabus subject to changes with advanced notice by the Instructor\*\*\****

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| --- | --- | --- | --- |
| **Class Schedule** | | | |
|  |  |  |  |
| **Day** | **Date** | **Class** | **Lecture topic** |
|  |  |  |  |
| **PART I: EARTH STRUCTURE AND GEOLOGIC TIME** | | | |
| Mon |  | 1 | Course logistics & introduction to the National Parks |
| Wed |  | 2 | Overview of Earth systems: oceans, atmosphere, and land |
| Fri |  | 3 | Plate tectonics and Earth structure (Mt. Rainier) **Quiz!** |
|  |  |  |  |
| Mon |  | 4 | Geologic time and stratigraphic principles (Grand Canyon) |
| Wed |  | 5 | Geologic time and numerical dating techniques |
| Fri |  | 6 | Minerals, rock types, and the rock cycle (Grand Canyon) **Quiz!** |
|  |  |  |  |
| **PART II: DEPOSITIONAL AND EROSIONAL PROCESSES** | | | |
| Mon |  | 7 | How The Earth Was Made (BBC film) |
| Wed |  | 8 | Introduction to sedimentary processes (Zion) |
| Fri |  | 9 | Weathering and erosion (Arches) **Quiz!** |
|  |  |  |  |
| Mon |  | 10 | Terrestrial environments and fossils (Petrified Forest; Badlands) |
| Wed |  | 11 | Marine sedimentary environments (Biscayne; Guadalupe Mtns) |
| Fri |  | 12 | Eolian environments (Great Sand Dunes; Theodore Roosevelt) **Quiz!** |
|  |  |  |  |
| Mon |  | 13 | Watersheds, drainage basins and groundwater (Cuyahoga Valley) |
| Wed |  | 14 | Continental & alpine glaciation (Isle Royale; North Cascades) |
| Fri |  | 15 | Midterm I |
|  |  |  |  |
| **PART III: ECOSYSTEM AND ENVIRONMENTS** | | | |
| Mon |  | 16 | Global climate change (Everglades) |
| Wed |  | 17 | Fragile environments: deserts and wetlands (Saguaro; Biscayne) |
| Fri |  | 18 | Biogeography: distribution of plants and animals |
|  |  |  |  |
| Mon |  | 19 | Role of groundwater (Mammoth Cave & Carlsbad Caverns) |
| Wed |  | 20 | Hot springs and extremophiles (Hot Springs) |
| Fri |  | 21 | Humans as geographic agents of change **Quiz!** |
|  |  |  |  |
| **PART IV: VOLCANOES AND MAGMATISM** | | | |
| Mon |  | 22 | Introduction to igneous processes (Hawaiian Volcanoes) |
| Wed |  | 23 | Silicic magmatism and hot spots (Yellowstone) |
| Fri |  | 24 | Magmatism in subduction zones (Katmai) **Quiz!** |
|  |  |  |  |
| Mon |  | 25 | Magmatism in subduction zones (Yosemite) |
| Wed |  | 26 | Volcanism associated with rifting (Big Bend) |
| Fri |  | 27 | Earthquakes and magmatism (Yellowstone; Mt. Rainier) **Quiz!** |
|  |  |  |  |
| Mon |  | 28 | Earthquakes (Yellowstone) |
| Wed |  | 29 | Crustal deformation and faulting (Grand Teton) |
| Fri |  | 30 | Midterm II |
|  |  |  |  |
| **PART V: MOUNTAIN BELTS & RIFTS** | | | |
| Mon |  | 31 | Introduction to divergent plate boundaries (Palisades Interstate Park) |
| Wed |  | 32 | Continental rifting (Death Valley) |
| Fri |  | 33 | Continental rifting (Great Basin) **Quiz!** |
|  |  |  |  |
| Mon |  | 34 | Convergent margins (Sequoia/Kings Canyon) |
| Wed |  | 35 | Accretionary margins and fold-thrust belts (Olympic/Waterton-Glacier) |
| Fri |  | 36 | Rocky Mountain deformation (Rocky Mountain) **Quiz!** |
|  |  |  |  |
| Mon |  | 37 | Collisional mountain belts (Great Smoky Mountains) |
| Wed |  | 38 | Collisional mountain belts & metamorphism (Acadia) |
| Fri |  | 39 | Erosion and Tectonics (Wrangell-St. Elias)  **Quiz!** |
|  |  |  |  |
| Mon |  | 40 | Strike-slip faulting (Pinnacles; Point Reyes) |
| Wed |  | 41 | Strike-slip faulting (Joshua Tree) |
| Fri |  | 42 | Strike slip-faulting (Denali) **Quiz!** |
|  |  |  |  |
| Mon |  | 43 | Historical perspective on the national park landscapes |
| Wed |  | 44 | Land use and preservation practices |
| Fri |  | 45 | Summary of park landscapes and geology within a plate tectonic framework |

**2016-151 GSCI 2500 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Thorson |
| **Course Title** | Earth System Science |
| **CAR Status** |  |
| **Workflow History** | Start |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 1 |
| **Course Subject Code** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Earth System Science |
| **Course Number** | 2500 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Christin A Donnelly |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | cas05001 |
| **Initiator Email** | [christin.donnelly@uconn.edu](mailto:christin.donnelly@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Thorson |
| **Proposer First Name** | Robert |
| **Select a Person** | Robert M Thorson - Ecology and Evolutionary Bio |
| **Proposer Phone** | +1 860 486 1396 |
| **Proposer Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15-20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | One three-hour time block (for lecture, local field trips, and student presentations), one one-hour time block (for lecture, review, faculty lab visits, and course administration), and one 2-day weekend field trip . |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | GSCI 1050 or GSCI 1052 plus GSCI 1010 or GSCI 1051 or GSCI 1055 or GSCI 1070 or GEOG 1070. |
| **Corequisites** |  |
| **Recommended Preparation** |  |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | No |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | 2500. Earth System Science Three credits. One class and one 3-hour laboratory period and one weekend field trip. Prerequisite: GSCI 1050 or GSCI 1052 plus GSCI 1010 or GSCI 1051 or GSCI 1055 or GSCI 1070 or GEOG 1070. Introduction to earth system science, and to geoscience research methods and professional culture through lab work, field work in UCONN Forest, visits to faculty labs, and culminating experiences. |
| **Reason for the course action** | Presently, our students take one of five separate pathways (four-credit, lecture+lab course combinations) into the major. Next, they are required to take four required core courses 3010 (History), 3020 (Surface Processes), 3030 (Structure), and 3040 (Materials), ideally before other coursework. In practice, each incoming student group takes these courses on an ad hoc schedule based on their personal circumstances, meaning that our new majors never have a structured opportunity to meet each other, work together, and bond as an identity group. Additionally, our students presently arrive in the 3000-level core courses with highly uneven backgrounds, which presents an instructional challenge. Finally, because geoscience faculty have mandatory teaching responsibilities in other departments, the demands of teaching our four core courses each year (so students can graduate) limits our flexibility in offering other courses. Adding GSCI 2500- Earth System Science solves all these of these problems |
| **Specify effect on other departments and overlap with existing courses** | This course is designed for and internal to the geoscience major, and therefore should not affect other departments. We will open it up to other students on a space-available basis. |
| **Please provide a brief description of course goals and learning objectives** | Our purpose is to create a required 2000-level "nexus" or "portal" into the Geoscience Major between our six 1000-level introductory pathways and our 3000-level core courses required for the major. Our goals are: 1. To give new majors an academically intensive, personal experience that will introduce them to the different subdisciplines, research methods, and faculty labs, and to help prepare them for the rigor of 3000 level courses. Our approach follows "place-based" pedagogy. 2. To enhance faculty teaching at the 3000 level core courses by creating a student group that is comfortable with each other, that have met the upper division faculty already, and who arrive with a common academic core of geoscience thinking/modeling/writing. 3. To ease administrative staffing. Putting a common core of geoscience knowledge and practice at the 2000 level will allow us to shift from offering four core courses (3010, 3020, 3030, 3040) every year to offering four core content areas every year. Our present core courses can then alternate with related courses. |
| **Describe course assessments** | The lectures/quizzes/readings/and projects will be much more rigorous than would be expected for a 1000 level course. The students will be modeling phenomenon, writing scientific reports, and reading the primary literature. Projects will replace exams. The detailed descriptions on the syllabus for field trips, lecture/labs, class meetings, project illustrate the merit of the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GSCI-2500 Syllabus Description.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/44327) | GSCI-2500 Syllabus Description.docx | Syllabus | | [GSCI-2500 C&C FORM Add Course.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/44328) | GSCI-2500 C&C FORM Add Course.docx | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Initiator Comments** |  |
| **Comments & Approvals Log** |  |

**GSCI 2500 - Earth System Science**

**COURSE BASICS**

**Instructor:** Robert M. Thorson, Professor

**Credits:** 4

**Pre-requisites**: Any approved introductory geoscience course: 1050, or 1052 plus one of these (1051, 1010, 1055, 1070), or transfer equivalent.

**Schedule:** Not yet scheduled. It will meet for a 1 hour time block on one day, a 3 hour time block on a following day, and a required weekend trip.

**Textbook:** To be determined. Possibly none.

**Course Fee**: To be determined. Probably $100 to cover the cost of overnight trip.

**COURSE DESCRIPTION**

**General**

This experiential, active-learning course will re-introduce you to systems thinking in geoscience at a more rigorous level than in the introductory courses. It will introduce you to the intellectual culture of geologists, the ways and means of the profession, the UCONN geoscience faculty research profiles, and to GIS applications in geoscience. The important goals of this course are: to coalesce you into a new group of incoming majors; to enhance your sense of place through pedagogy; and to provide foundation-level content prior to enrolling in the required 3000-level courses.

This course has five basic components:

1. One-hour in-class meetings used for introducing key ideas, administrating the course, taking quizzes, giving feedback, and visiting faculty labs.
2. Three-hour lecture/lab blocks used (every other week) to present material, followed by opportunities for students to work on that material under supervision.
3. Three-hour field trips to the Fenton Tract (every other week). There you will be given field lectures/tours and be required to work on your own to produce a field product (mapping/sampling/description).
4. A two-day, overnight field trip to broaden exposure to more distant sites, test student understanding, and to bond the group.
5. A final symposium/project scheduled for the final four hours of the course.

As narrative, the course is organized into six basic units, each of which consists of four parts. In sequence, they are: 1-hour Introduction to the unit (X1), 3-hour Indoor Block (X2), 1-hour faculty lab visits (X3), and 3-hour Field Trip (X4).

**Specific**

Refer to the course schedule which shows the sequence for six 1-hour class meetings, six 3-hour class sessions for lecture/lab activities, and six 3-hour class sessions for outdoor lecture/field activities. An explanation for each of those activities is below.

Refer to the Day-by-day Specific Descriptions at the end of this syllabus

**GRADING**

40 points - Final Project

20 points - Mid-term Project

20 points - Weekly Quizzes

10 points - Participation/Attendance

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

100 points - TOTAL

Grades of A, B, C, and D assigned at the 90, 80, 70, and 60 percent cutoffs. Plus or minus grades at the 2.5 and 7.5 cutoffs.

**DAY-BY-DAY SPECIFIC DESCRIPTIONS**

**LECTURE/LAB UNITS (3 HOUR)**

These will take place during the 3 hour block in rotation with the field trips. We will meet in the classroom, but may move to the computer lab or the ESP lab for work.

**A2 - GeoTime, GeoSpace, & GeoMapping:**

This unit will be used to review critical elements of introductory geology to create a common platform of understanding. And it will introduce them to our field area, to be called the Rocky Glen of the Fenton Tract. This will be taught in the computer lab.

* **GeoMap**: Background GIS layers of Aerial Imagery via GoogleMaps, Lidar, DEM Shaded Relief, Bedrock, Surficial, Soils, On-the-ground references, and dedicated layers for each of the units.
* **GeoSpace**: Zooming in from the Geoid, to the North American Plate, the Passive Margin; New England, local bedrock units, the catchment (watershed) setting, and the surficial geology.
* **GeoTime**: Zooming in from the planetary origin through the geological time scale, and relevant events of our protolith, orogen, denudation, glacial, interglacial, and Anthropocene.

**B2 - Doing Earth System Science**

This unit will refresh students with the idea of earth systems, boundaries, components, reservoirs, fluxes, exchanges, thresholds, etc. We will do this in a lab starting with the simple model of a talus, which they will find out isn't really that simple. We will work through these models: physical, analog, conceptual, mathematical, and numerical. We will end with the key idea that the Fenton Tract is the result of three subsystems working together, the tectonic (geothermal), meteoric (solar), and organic (the boundary infused with life processes throughout the critical zone).

**C2 - The Geological Profession**

This unit will introduce students to the geological profession. The core interests, core values, identity, the centrality of mapping, the trinity of field work, lab work, and presentation (writing/speaking). I will walk them through the organizations, emphasizing the Geological Society of America, the American Geophysical Union, and many others. We will read abstracts and papers from key journals.

**D2 - Mid-Term Practicum**

This unit will be a short mid-term emphasizing blocks a, b, and c. Each student will pull something together under the instructor's supervision emphasizing the materials already done.

**E2 - Faculty Careers**

This unit will introduce students to the range of faculty experience available, and the career tracks they have followed. The purpose is to provide them with potential models to follow, and to expand their understanding of the individual faculty whom they might work with. The format is a systematic review of faculty websites. They may pop in for a few minutes, but this is not essential, as they will meet the faculty in their labs.

**F2 - Case Studies**

We end the indoor 3-hour blocks by having a reading seminar covering three recently published papers. The goal is for students to see the primary literature geologists use to communicate their scientific results. One will be hard-rock, one soft-rock, and one surficial.

**FIELD TRIPS (3 Hours)**

These will take place during the 3 hour block in rotation with the Lecture-Labs. We will meet in private vehicles at the entrance to the Young Parking lot, and drive down to the Fenton Tract.

**A4 - Lithology (Rock-Sediment-Soil)**

This trip will examine the bedrock outcrops of the Fenton Tract. The focus is on the upward flux of rock from below. The rock of bedrock lithology in governing the nature of boulders, stream sediment, and soil grains. Students will locate, sketch-map, and describe a bedrock outcrop, a sample of stream clasts, and the texture of a soil pit.

**B4 - Structure (Outcrop-Topography-Geophysics)**

This trip will examine and map the rock structure (folds, foliations, joints, and attitude) in several places and then compare it to the resulting denudational topography (cuesta / strike valley). Ultimately, they will see that the Fenton River and its tributaries are not randomly place on the landscape, but controlled by the structural grain.

This trip will examine atmospheric fluxes of air and water, with a strong emphasis on hydrology. We will visit sites and take samples for analysis of ambient radiation, air (temperature/humidity/etc.) and visit piezometers and measure the stream discharges of the brook and Fenton River. The emphasis will be on catchment hydrology. We will compare our data to a growing data set of previous results.

(lithology, structure, and geophysics 1) a 20-20 m zone of with exposed joints, folds, and foliations; (2) a dip-slope strike valley with a rock overhanging that controls the stream bed. The aero-magnetics and gravity fields will be introduced

**C4- Hydrology and Soils (Geochemistry)**

This trip will illustrate that the aqueous geochemistry of the Glen brook is the result of inputs from the atmosphere (precipitation) and inputs from soil weathering. Hydrology: students will examine surface water (pools, river, brook, springs) exposures, monitor groundwater wells, take water samples. Soils: Students will excavate, measure, and sample a typical inceptosol (Ochrept), and compare its properties to previous lab analysis. Geochemistry: Students will interpret water chemistry at different sites based on the physical hydrology and soils.

**D4 - Glacial & Slopes (Landforms-Shapes)**

This trip will examine the surface materials of the Fenton Tract with an emphasis on glacial activity: bedrock erosion, erratics, lodgment/meltout tills, meltwater deltas/terraces, paraglacial fans). It will also examine the nine idealized slope shapes and the colluvial processes responsible for creating them. Students will measure slope profiles.

**E4 - Fluvial & Sediment Transport (Forms-Budget)**

This trip will examine a range of fluvial landforms at the catchment scale and at the channel scale (ripples to broad meanders). The self-organization of mechanics of pool-riffle will be emphasized, and the relevant changes in sediment texture and organization.

**F4 - Stratigraphic & Paleontologic (Analogs)**

This trip will examine the present variability in environments in the Fenton Tract (pond, wetland, woodland, marsh, lake) as analogs for Jurassic strata being exhibited indoors. A sediment core taken from a reservoir will be used as an analog for a sediment core taken from the Jurassic rift sequence. Students will produce core logs and lithological descriptions, and examine a variety of fossils present in the rock.

**REGULAR CLASS MEETINGS (1 Hour)**

These will take place in the classroom. The main purpose is lecture-explanation and instructor-student exchange, and to give the students the chance to tour faculty labs. The time will also be used for short quizzes based on the previous sessions and assigned readings.

**A1 - Introduction**

This will be used to introduce us to each other, to hand out the syllabus, and describe the course.

**A3, B3, C3, D3, E3, and F3**

Following the introductory meeting, all of the subsequent ODD Mondays will be used to review the work to date (20 minutes) and to tour one or two faculty research labs. The tours are designed to be 15 minutes each.

**B1, C1, D1, E1, and F1**

Following the introductory meeting, all of the subsequent EVEN Mondays will be used to introduce the next unit (20 minutes) and to tour one or two faculty research labs. The lab tours are designed to be 15 minutes each.

**SPECIAL, NON-REPEATING DAYS (3 Hour)**

These will take place in the classroom. The main purpose is lecture-explanation and instructor-student exchange, and to give the students the chance to tour faculty labs.

**Symposium**

All students will present a brief summary of the final project they are working on during the last 3-hour block of the course.

**Project Delivery**

During the scheduled final exam period, all students will turn in a final project that will integrate the earth system science of the Fenton tract in their own way, using field observations, data sets, and the primary literature.

**Weekend Field Trip**

The weekend before the last week of class will be an overnight field trip to Cape Cod, probably at the Mass Audubon Wellfleet Nature Preserve, where they have dorm-style housing within each reach. The main goal is to have fun, bond as a group, and learn some of the exciting ongoing geology of outer Cape Cod.

**GSCI 2500 - *Earth System Science* (Fall 2017 schedule for planning purposes)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Dates** | **1-hour Class meeting** | **3-hour Block Lecture/Lab** | **3-hour Block Field Trip** | **Weekend** |
|  |  | *Meet in Classroom* | *Meet in Classroom* | *Meet at Field Trip Rendevous* | *TBA* |
|  |  |  |  |  |  |
| 1 | Aug 28-Sep 1 | A1 - Intro Meeting | A2-GeoTime, GeoSpace, GeoMap |  |  |
|  |  |  |  |  |  |
| 2 | Sep 4-8 | A3 - Review - Faculty Lab\* |  | A4 - Lithology (Rock-Sediment-Soil) |  |
|  |  |  |  |  |  |
| 3 | 11-15 | B1 - Intro - Faculty Lab | B2 - Doing Earth System Science |  |  |
|  |  |  |  |  |  |
| 4 | 18-22 | B3 - Review - Faculty Lab |  | B4 - Structure (Outcrop-Topog-Geophys) |  |
|  |  |  |  |  |  |
|  | 23-24 |  |  |  | Field Trip |
|  |  |  |  |  |  |
| 5 | 25-29 | C1 - Intro - Faculty Lab | C2 - The Geological Profession |  |  |
|  |  |  |  |  |  |
| 6 | Oct 2-6 | C3 - Review - Faculty Lab |  | C4 - Hydology & Soils (Geochemistry) |  |
|  |  |  |  |  |  |
| 7 | 9-13 | D1 - Intro - Faculty Lab | D2 - Midterm Practicum |  |  |
|  |  |  |  |  |  |
| 8 | 16-20 | D3 - Review - Faculty Lab |  | D4 - Glacial & Slopes (Landforms-Shapes) |  |
|  |  |  |  |  |  |
| 9 | 23-27 | E1 - Intro - Faculty Lab | E2 - Faculty Career |  |  |
|  |  |  |  |  |  |
| 10 | 30-Nov 3 | E3 - Review - Faculty Lab |  | E4 - Fluvial & Sed Transport (Forms-Budget) |  |
|  |  |  |  |  |  |
| 11 | 6-10 | F1 - Intro - Faculty Lab | F - Case Studies |  |  |
|  |  |  |  |  |  |
| 12 | 13-17 | F3 - Review - Faculty Lab |  | F - Stratigraphy & Paleontology (Analogs) |  |
|  |  |  |  |  |  |
| 13 | 27-Dec 1 | Project Guidance | Project Guidance |  |  |
|  |  |  |  |  |  |
| 14 | Dec 4-8 | Symposium | Symposium |  |  |
|  |  |  |  |  |  |
| 15 | 11-15 (Final) | Project Delivery |  |  |  |
|  |  |  |  |  |  |
|  |  | \*Faculty Labs: Hren, Crespi, Byrne, Cormier, Lin, Robbins, Ouimet, Park-Boush, Bush, Frosdick, Thorson | | |  |

**2016-152 ASLN/LING 3800 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Lillo-Martin |
| **Course Title** | Structure of American Sign Language |
| **CAR Status** |  |
| **Workflow History** | Start |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 2 |
| **Course Subject Code** | LING |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Linguistics |
| **Course Subject Code #2** | ASLN |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | ASLN |
| **Reason for Cross Listing** | The course covers aspects of the linguistic structure of American Sign Language. Students may come from either Linguistics or ASL fields; background in one or the other field is needed. |
| **Course Title** | Structure of American Sign Language |
| **Course Number** | 3800 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Diane C Lillo-Martin |
| **Initiator Department** | Linguistics |
| **Initiator NetId** | dcl02005 |
| **Initiator Email** | [diane.lillo-martin@uconn.edu](mailto:diane.lillo-martin@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ASLN 1102 OR LING 2010Q OR Consent of instructor |
| **Corequisites** | None |
| **Recommended Preparation** | ASLN 1102 and LING 2010Q |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | No |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Appropriate faculty only at Storrs campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | ASLN 3800. Structure of American Sign Language. (Also offered as LING 3800.) Three credits. Prerequisite: ASLN 1102 or LING 2010Q; or consent of the instructor. Recommended preparation: ASLN 1102 and LING 2010Q. Linguistic analyses of American Sign Language focusing on the phonological, morphological, syntactic, and semantic levels. |
| **Reason for the course action** | New course to be made available for the growing number of students taking ASL. The course will be an elective for the ASL and Deaf Studies minor. Linguistics minor or major students can also use the course as an elective. |
| **Specify effect on other departments and overlap with existing courses** | No overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | Course goal: Students will understand the application of formal linguistic analyses to American Sign Language. Learning objectives: Students will construct minimal pairs of ASL signs, categorize signs into sign type groups, compare the ways in which ASL verbs behave similar and dissimilar to those of familiar spoken languages, contrast ASL classifier predicates with pure depiction, derive ASL sentences of five types, and distinguish ways that ASL expresses truth conditional meaning from implied meanings. |
| **Describe course assessments** | Weekly reading, discussion, in-class exercises (25%) Two written exam (25% each) Term project - one-page proposal, in-class presentation, written notes/slides (25%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [LING 3798 Syllabus Students.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/44367) | LING 3798 Syllabus Students.pdf | Syllabus | | [Final Project instructions.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/44368) | Final Project instructions.pdf | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Initiator Comments** |  |
| **Comments & Approvals Log** |  |

**LING 3798 – Sign Linguistics**

**Fall 2012**

Thursdays, 3-5:45 PM; OAK 401

**Instructor:** Diane Lillo-Martin

*Syllabus*

**Text**

*Linguistics of American Sign Language: An Introduction*. Clayton Valli, Ceil Lucas, Kristin J. Mulrooney & Miako Villanueva. Gallaudet University Press. With DVD.

Additional materials will be posted on HuskyCT and/or distributed in class.

**Requirements**

Students should read the assigned pages *before* class. The text includes Homework Assignments with some chapters. You are encouraged to read these, but are not expected to complete them. We will do some of them in class.

The content of each class will include a mixture of review/discussion of the readings, additional information presented by the instructor, and small group exercises. Each group will include at least one student with some knowledge of ASL, and at least one student with some knowledge of linguistics. Participation in class discussion and exercises is expected of all students.

There will be two written exams, as indicated on the syllabus. Additional information will be provided in advance of each exam.

Students will undertake a final term project. A separate document provides more detail about the project. Students should submit a one-page proposal regarding their project by Nov. 15. There will be time to work on the project in class, but students will also need to spend time outside of class preparing their projects. Presentation of projects, including submission of written materials, will constitute the final exam and take place on the day scheduled by the university for the final.

**Grading** (25% each)

* In-class participation, including discussion of readings and exercises
* Exam 1
* Exam 2
* Final project

**Communication**

Office: Oak 352

Office hours: Tuesdays, 3-4:30, and by appointment

Email: [diane.lillo-martin@uconn.edu](mailto:diane.lillo-martin@uconn.edu)

**Academic Integrity (“The Student Code” http://www.community.uconn.edu/)**

Academic Dishonesty or misconduct of any type will not be tolerated in this class. Please refer to the Student Code and http://www.community.uconn.edu/academic\_misconduct\_faq.html for specific guidelines.

**Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Reading** |
| 1 | Aug. 30 | Intro to Sign Linguistics | Units 1-3 (pp. 1-27);  File 1.2 (pp. 227-229) |
| 2 | Sept. 6 | Phonology | Unit 4 (pp. 28-33); Battison – Analyzing Signs (pp. 205-224) |
| 3 | Sept. 13 | Phonology | Units 5-8 (pp. 34-54);  File 4.1 (pp. 277-278) |
| 4 | Sept. 20 | Morphology | Units 9, 11-12 (pp. 57-61, 67-81); File 5.1 (pp. 332-336) |
| 5 | Sept. 27 | Morphology | Units 10, 13 (pp. 62-66, 82-85); Supalla & Newport (pdf) |
| 6 | Oct. 4 | EXAM 1 (1 hour)  Variation & Change | Unit 23 (pp. 171-178) |
| 7 | Oct. 11 | Semantics  Guest Lecture – Kathryn Davidson | Units 21-22 (pp. 151-168); additional reading TBA |
| 8 | Oct. 18 | Syntax | Units 14, 16, 18 (pp. 89-90, 100-111, 120-132); Files 6.1, 6.2 (pdf) |
| 9 | Oct. 25 | Syntax | Units 15, 17 (pp. 91-99, 112-119); S & L-M 18-18.2 (pdf) |
| 10 | Nov. 1 | Use of space | Units 19-20 (pp. 133-147); Emmorey (selection, pp. 348-359) |
| 11 | Nov. 8 | Bilingualism & Contact | Unit 25 (pp. 187-194);  Lucas & Valli (pp. 542-564) |
| 12 | Nov. 15 | Discourse & Art | Units 24, 26 (pp. 179-186, 195-202) |
| 13 | Nov. 29 | EXAM 2 (2 hours) |  |
| 14 | Dec. 6 | Work on projects |  |
|  | Dec. 14 (tentative) | Final presentations |  |

*All readings come from the textbook except those indicated with ‘pdf’, which will be posted on HuskyCT.*

**UNIVERSITY OF CONNECTICUT**

**Linguistics 3798, Fall 2012**

Diane Lillo-Martin

*Final project information*

* Talk to me any time about the topic you are considering for your term project.
* You may work individually or in a small group. You should let me know by Nov. 1 if you plan to work in a group. I need to know the allocation of responsibilities for group projects.
* Written proposal due Nov. 15 (1 page). [Submit all written materials to me as a pdf email attachment.]
* Presentation will be on the day/time scheduled for the final exam (tentatively, Dec. 14).
* Each presentation will be approximately 15 minutes.
* Written materials will be submitted on the day of the presentation.

You have two choices for the type of project you will do:

1. Read one of the supplementary research articles from the textbook (not one that was assigned for class; not one of the Language Files or textbook chapters – a real research article), or another research article on sign linguistics, chosen with my approval. Prepare a presentation of this article to teach it to your fellow students. Your presentation should provide whatever background is needed, a summary of the article, and your own critique. The written portion of your project to be submitted with the presentation will include your slides (PowerPoint or Keynote) or handout used in class, your notes on the article (mark-up of the article or separate notes), and any other materials used to prepare your presentation that you wish to submit. Ordinarily this type of project will be done individually.
2. Choose a topic from our discussion of phonology, morphology, semantics, or syntax, and analyze a set of (ASL) data, which can be from the DVD in the book, another ASL DVD, or another approved source. For example, you might find all the verbs with inflectional marking from your dataset, and identify the types of inflections used; or show how a set of sentences illustrates the word order variations we discussed; etc. If you want to pursue this type of project, I will help you to refine the issues you explore, identify the analysis you will conduct, and limit the dataset. Your presentation will identify the problem, explain the analysis, and exhibit the results of your analysis. The written portion of your project to be submitted with the presentation will include your slides (PowerPoint or Keynote) or handout used in class, your notes on the analysis, your coded data (using Excel, ELAN, or another system), and any other materials used to prepare your presentation that you wish to submit. This type of project lends itself to group work.

**V. Discussion**

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| **CA 1A** | **Course** | **Title** | **Comments** |
| CA 1 | ART/AASI/INDS 3374/3375/3374 | Indian Art and Popular Culture: Independence to the Present |  |
| CA 1 | DMD 2010 | History of Digital Culture |  |
| CA 1 | DRAM 1811 | Dance Appreciation |  |
| CA 1 | FINA 1001/MUS 1006 | Vocal Ensembles |  |
| CA1 | CHIN 3270 | Chinese Film |  |
| CA1 | SPAN 1020 | Fashion, Design, Art, and Identity in Spain |  |
| CA 1 | DRAM 2134 | Honors Core: Analyzing Sports as Performance |  |
|  |  |  |  |
| **CA 1B** | **Course** | **Title** |  |
| CA 1 | SPAN 3267W | The Spanish American Story |  |
|  |  |  |  |
| **CA 1C** | **Course** | **Title** |  |
| CA 1 | HIST/URBN 3650 | History of the Urban Latin America | Pending GEOC Approval |
| CA1 | HIST 1250 | Sports in History | Pending GEOC Approval |
|  |  |  |  |
| **CA 1D** | **Course** | **Title** |  |
| CA 1 | HRTS/PHIL 3220W | Philosophical Foundations of Human Rights |  |
| CA1 | HEJS 2104 (formerly 1104) | Modern Jewish Thought | \*\*HEJS courses already approved for A & B |
| CA1 | HRTS/PHIL 3220/**W** | Philosophical Foundations of Human Rights |  |