CLAS C&C

Agenda

Chair: Pamela Bedore

12.6.2019

**A. Approvals by the Chair**

2019-411 MATH 5788 Add Factotum Course

2019-412 MATH 5789 Add Factotum Course

2019-413 MATH 5798 Add Factotum Course

2019-414 MATH 5799 Add Factotum Course

**B. New Business**

2019-415 PSYC 2502 Add Course (S) (guest: Jim Magnuson)

2019-416 PNB 5105 Revise Course (guest: Radmila Filipovic)

2019-417 ECON 2103 Revise Course (G) (S)

2019-418 ECON 2326 Revise Course (S)

2019-419 ECON Revise Major

2019-420 ECON Revise Minor

2019-421 EEB Revise Major

2019-422 GEOG 5510 Revise Course

2019-423 HDFS 2142E Add Course (G) (S)

2019-424 MCB 3620 Add Course

2019-425 STAT 4255 Add Course

2019-426 STAT/BIST 5725 Revise Course

2019-427 STAT 5735 Add Course

2019-428 LLAS Revise Minor

2019-308 SCFS Revise Minor

**C. Announcements and Discussion**

* Nancy Bilmes, from Career Services, would be happy to come and meet with our group to talk about how we can best support students in making curricular decisions that prepare them for the job market. Would this be of interest?
* Do we need two meetings in January (1.21 and 1.28)? Please come to this meeting with a list of the business you’ll be bringing forth in January so we can decide.
* Any guests we’d like to see at our meetings in Spring 2020?
* General Education updates

**CATALOG COPY:**

**2019-415 PSYC 2502 Add Course (S) (guest: Jim Magnuson)**

*Proposed Copy:*

PSYC 2502. Science of Language and Art of Communication

3.00 credits

Prerequisites: Instructor consent required.

Grading Basis: Graded

Lecture, discussion and team-based presentations related to the principles of learning and the essentials of scientific communication.

**2019-416 PNB 5105 Revise Course (guest: Radmila Filipovic)**

*Current Copy:*

PNB 5105. Seminar in Intraoperative Neuromonitoring

2.00 credits

Prerequisites: None.

Grading Basis: Graded

Presentations of clinical and nonclinical subjects affecting the intraoperative neuromonitoring clinician's daily job. Topics include the sterile field; infection control; needle, electrical, radiation and fire safety; patient privacy laws (HIPAA); professional conduct and communication; and diversity in the workplace.

*Proposed Copy:*

PNB 5105. Seminar in Intraoperative Neuromonitoring

2.00 credits

Prerequisites: Instructor consent required.

Grading Basis: Graded. May be repeated to a maximum of four credits.

Presentations of clinical and nonclinical subjects affecting the intraoperative neuromonitoring clinician's daily job. Topics include the sterile field; infection control; needle, electrical, radiation and fire safety; patient privacy laws (HIPAA); professional conduct and communication; and diversity in the workplace.

**2019-417 ECON 2103 Revise Course (G) (S)**

*Current Copy:*

ECON 2103. Honors Core: Deep Roots of Modern Societies

3.00 credits

Prerequisites: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 3103.

Grading Basis: Honors Credit

Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues.

*Proposed Copy:*

ECON 2103. Honors Core: Deep Roots of Modern Societies

3.00 credits

Prerequisites: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 3103.

Grading Basis: Honors Credit

Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues. CA1 (C).

**2019-418 ECON 2326 Revise Course (S)**

*Current Copy:*

ECON 2326. Operations Research

3.00 credits

Prerequisites: None

Recommended preparation: ECON 1200 or both ECON 1201 and 1202

Grading Basis: Graded

Extensive use of computer spreadsheets to find efficient solutions to problems faced by managers in both the public and private sectors. Optimization of input and output mixes, of delivery routes, and communication networks.

*Proposed Copy:*

ECON 2326. Operations Research

3.00 credits

Prerequisites: None

Recommended preparation: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 4326.

Grading Basis: Graded

Extensive use of computer spreadsheets to find efficient solutions to problems faced by managers in both the public and private sectors. Optimization of input and output mixes, of delivery routes, and communication networks.

**2019-419 ECON Revise Major**

*Current Copy:*

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.

Course work in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law. The economics B.S. is recommended for students interested in professions that call for quantitative skills. The B.S. is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

For an economics major that leads to a Bachelor of Arts degree, students must learn twenty-four credits in courses at the 2000 level or above, including two intermediate theory courses ([ECON 2201](https://catalog.uconn.edu/ECON/#2201) or [2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2202](https://catalog.uconn.edu/ECON/#2202) or [2212Q](https://catalog.uconn.edu/ECON/#2212Q)), plus at least nine credits in either quantitative skills courses ([ECON 2301](https://catalog.uconn.edu/ECON/#2301)–[2328](https://catalog.uconn.edu/ECON/#2328)) and/or ECON courses at the 3000 level or above. No more than six credits in [ECON 2499](https://catalog.uconn.edu/ECON/#2499) and/or [3499](https://catalog.uconn.edu/ECON/#3499) may be counted toward the required 24 credits in economics courses at the 2000 level or above. [ECON 2481](https://catalog.uconn.edu/ECON/#2481) does not count toward fulfilling the major requirements.

Economics B.A. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) and one of the following: [MATH 1071Q](https://catalog.uconn.edu/MATH/#1071Q), [1110Q](https://catalog.uconn.edu/MATH/#1110Q), [1126Q](https://catalog.uconn.edu/MATH/#1126Q), [1131Q](https://catalog.uconn.edu/MATH/#1131Q), [1151Q](https://catalog.uconn.edu/MATH/#1151Q) or [2141Q](https://catalog.uconn.edu/MATH/#2141Q). [MATH 1125Q](https://catalog.uconn.edu/MATH/#1125Q) or higher is recommended, and [STAT 1100Q](https://catalog.uconn.edu/STAT/#1100Q) is recommended over [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q). [ECON 2311](https://catalog.uconn.edu/ECON/#2311) is a recommended course for the B.A. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

For an economics major that leads to a Bachelor of Science degree, students must take [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (STAT 1100Q is recommended over STAT 1000Q) and one of the following MATH sequences: [MATH 1125Q](https://catalog.uconn.edu/MATH/#1125Q), [1126Q](https://catalog.uconn.edu/MATH/#1126Q), and [1132Q](https://catalog.uconn.edu/MATH/#1132Q); [MATH 1131Q](https://catalog.uconn.edu/MATH/#1131Q) (or [1151Q](https://catalog.uconn.edu/MATH/#1151Q)) and [1132Q](https://catalog.uconn.edu/MATH/#1132Q) (or [1152Q](https://catalog.uconn.edu/MATH/#1152Q)); or [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q). In addition, B.S. majors must also take one of the following: [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2210Q](https://catalog.uconn.edu/MATH/#2210Q) or [2410Q](https://catalog.uconn.edu/MATH/#2410Q) or [2420Q](https://catalog.uconn.edu/MATH/#2420Q). Students may substitute more advanced MATH and STAT courses with consent of the advisor.

B.S. students must take one of the following science sequences in Biology, Chemistry, or Physics:

* Biology: [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107) and either [BIOL 1108](https://catalog.uconn.edu/BIOL/#1108) or [1110](https://catalog.uconn.edu/BIOL/#1110).
* Chemistry: [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q), [1125Q](https://catalog.uconn.edu/CHEM/#1125Q), [1126Q](https://catalog.uconn.edu/CHEM/#1126Q); or [CHEM 1127Q](https://catalog.uconn.edu/CHEM/#1127Q), [1128Q](https://catalog.uconn.edu/CHEM/#1128Q); or [CHEM 1137Q](https://catalog.uconn.edu/CHEM/#1137Q), [1138Q](https://catalog.uconn.edu/CHEM/#1138Q); or [CHEM 1147Q](https://catalog.uconn.edu/CHEM/#1147Q), [1148Q](https://catalog.uconn.edu/CHEM/#1148Q).
* Physics: [PHYS 1201Q](https://catalog.uconn.edu/PHYS/#1201Q), [1202Q](https://catalog.uconn.edu/PHYS/#1202Q); or [PHYS 1401Q](https://catalog.uconn.edu/PHYS/#1401Q), [1402Q](https://catalog.uconn.edu/PHYS/#1402Q); or [PHYS 1501Q](https://catalog.uconn.edu/PHYS/#1501Q), [1502Q](https://catalog.uconn.edu/PHYS/#1502Q); or [PHYS 1601Q](https://catalog.uconn.edu/PHYS/#1601Q), [1602Q](https://catalog.uconn.edu/PHYS/#1602Q).

One of these courses may be used to fulfill the CA 3 lab requirement of the University’s general education requirements. In addition, students must take one other CA 3 course from a different subject area, but it need not be a lab course.

B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses ([ECON 2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2212Q](https://catalog.uconn.edu/ECON/#2212Q)); a sequence in econometrics ([ECON 2311](https://catalog.uconn.edu/ECON/#2311) and [2312](https://catalog.uconn.edu/ECON/#2312)); and at least six credits from the following modeling and methods courses [ECON 2301](https://catalog.uconn.edu/ECON/#2301), [2326](https://catalog.uconn.edu/ECON/#2326), [2327](https://catalog.uconn.edu/ECON/#2327), [3208](https://catalog.uconn.edu/ECON/#3208), [3313](https://catalog.uconn.edu/ECON/#3313), [3315](https://catalog.uconn.edu/ECON/#3315), [4206](https://catalog.uconn.edu/ECON/#4206). Students may substitute equivalent graduate-level courses with consent of the advisor.  B.S. majors may fulfill the requirement for [ECON 2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2212Q](https://catalog.uconn.edu/ECON/#2212Q) by taking [ECON 2201](https://catalog.uconn.edu/ECON/#2201), [2202](https://catalog.uconn.edu/ECON/#2202), and [2301](https://catalog.uconn.edu/ECON/#2301), in which case [ECON 2301](https://catalog.uconn.edu/ECON/#2301) cannot be used to fulfill the requirement for six credits in modeling and methods courses. B.S. majors may not count [ECON 2481](https://catalog.uconn.edu/ECON/#2481) toward the major, nor may they count more than six credits in [ECON 2499](https://catalog.uconn.edu/ECON/#2499) and/or [3499](https://catalog.uconn.edu/ECON/#3499).

B.S. majors are also required to pass 12 credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count toward a minor in a field related to economics. For both the B.A. and B.S., the intermediate theory courses ([ECON 2201](https://catalog.uconn.edu/ECON/#2201) or [2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [ECON 2202](https://catalog.uconn.edu/ECON/#2202) or [2212Q](https://catalog.uconn.edu/ECON/#2212Q)) should be taken early in the student’s major program. The department has special requirements for economic majors in the University Honors Program.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking [ECON 2311](https://catalog.uconn.edu/ECON/#2311), [2312W](https://catalog.uconn.edu/ECON/#2312W), [2326](https://catalog.uconn.edu/ECON/#2326), or [2327](https://catalog.uconn.edu/ECON/#2327). Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics.

A minor in Economics is described in the “[Minors](https://catalog.uconn.edu/minors/economics/)” section.

*Proposed Copy:*

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.

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For an economics major that leads to a Bachelor of Arts degree, students must learn twenty-four credits in courses at the 2000 level or above, including two intermediate theory courses ([ECON 2201](https://catalog.uconn.edu/ECON/#2201) or [2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2202](https://catalog.uconn.edu/ECON/#2202) or [2212Q](https://catalog.uconn.edu/ECON/#2212Q)), plus at least nine credits in either quantitative skills courses ([ECON 2301](https://catalog.uconn.edu/ECON/#2301)–[2328](https://catalog.uconn.edu/ECON/#2328)) and/or ECON courses at the 3000 level or above. No more than six credits in [ECON 2499](https://catalog.uconn.edu/ECON/#2499) and/or [3499](https://catalog.uconn.edu/ECON/#3499) may be counted toward the required 24 credits in economics courses at the 2000 level or above. [ECON 2481](https://catalog.uconn.edu/ECON/#2481) does not count toward fulfilling the major requirements.

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* Physics: [PHYS 1201Q](https://catalog.uconn.edu/PHYS/#1201Q), [1202Q](https://catalog.uconn.edu/PHYS/#1202Q); or [PHYS 1401Q](https://catalog.uconn.edu/PHYS/#1401Q), [1402Q](https://catalog.uconn.edu/PHYS/#1402Q); or [PHYS 1501Q](https://catalog.uconn.edu/PHYS/#1501Q), [1502Q](https://catalog.uconn.edu/PHYS/#1502Q); or [PHYS 1601Q](https://catalog.uconn.edu/PHYS/#1601Q), [1602Q](https://catalog.uconn.edu/PHYS/#1602Q).

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B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses ([ECON 2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2212Q](https://catalog.uconn.edu/ECON/#2212Q)); a sequence in econometrics ([ECON 2311](https://catalog.uconn.edu/ECON/#2311) and [2312](https://catalog.uconn.edu/ECON/#2312)); and at least six credits from the following modeling and methods courses [ECON 2301](https://catalog.uconn.edu/ECON/#2301), [2326](https://catalog.uconn.edu/ECON/#2326), [2327](https://catalog.uconn.edu/ECON/#2327), [3208](https://catalog.uconn.edu/ECON/#3208), [3313](https://catalog.uconn.edu/ECON/#3313), [3315](https://catalog.uconn.edu/ECON/#3315), [4206](https://catalog.uconn.edu/ECON/#4206), **4326**. Students may substitute equivalent graduate-level courses with consent of the advisor.  B.S. majors may fulfill the requirement for [ECON 2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2212Q](https://catalog.uconn.edu/ECON/#2212Q) by taking [ECON 2201](https://catalog.uconn.edu/ECON/#2201), [2202](https://catalog.uconn.edu/ECON/#2202), and [2301](https://catalog.uconn.edu/ECON/#2301), in which case [ECON 2301](https://catalog.uconn.edu/ECON/#2301) cannot be used to fulfill the requirement for six credits in modeling and methods courses. B.S. majors may not count [ECON 2481](https://catalog.uconn.edu/ECON/#2481) toward the major, nor may they count more than six credits in [ECON 2499](https://catalog.uconn.edu/ECON/#2499) and/or [3499](https://catalog.uconn.edu/ECON/#3499).

B.S. majors are also required to pass 12 credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count toward a minor in a field related to economics. For both the B.A. and B.S., the intermediate theory courses ([ECON 2201](https://catalog.uconn.edu/ECON/#2201) or [2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [ECON 2202](https://catalog.uconn.edu/ECON/#2202) or [2212Q](https://catalog.uconn.edu/ECON/#2212Q)) should be taken early in the student’s major program. The department has special requirements for economic majors in the University Honors Program.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking [ECON 2311](https://catalog.uconn.edu/ECON/#2311), [2312W](https://catalog.uconn.edu/ECON/#2312W), [2326](https://catalog.uconn.edu/ECON/#2326), or [2327](https://catalog.uconn.edu/ECON/#2327). Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics.

A minor in Economics is described in the “[Minors](https://catalog.uconn.edu/minors/economics/)” section.

**2019-420 ECON Revise Minor**

*Current Copy:*

Students wishing to minor in Economics must complete five three-credit courses at the 2000 level and above, including ECON 2201 or 2211Q; ECON 2202 or 2212Q; and one course numbered 2301–2328 or at the 3000 level or above.

*Proposed Copy:*

Students wishing to minor in Economics must complete 15 credits at the 2000 level and above, including ECON 2201 or 2211Q; ECON 2202 or 2212Q; and one course numbered 2301–2328 or at the 3000 level or above.

**2019-421 EEB Revise Major**

*Current Copy:*

**Requirements for the EEB Major (B.S. or B.A.)**

1. Both of the following **core courses**: [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244) and [EEB 2245/W](https://catalog.uconn.edu/EEB/#2245)
2. At least one of the following **animal diversity courses**: [EEB 2214](https://catalog.uconn.edu/EEB/#2214), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3269](https://catalog.uconn.edu/EEB/#3269), [3273](https://catalog.uconn.edu/EEB/#3273), [4200](https://catalog.uconn.edu/EEB/#4200), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275); or [4260](https://catalog.uconn.edu/EEB/#4260) if taken in combination with either [4261](https://catalog.uconn.edu/EEB/#4261) or [4262](https://catalog.uconn.edu/EEB/#4262).
3. At least one of the following **plant diversity courses**: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [3220/W](https://catalog.uconn.edu/EEB/#3220), [3240](https://catalog.uconn.edu/EEB/#3240), [3250](https://catalog.uconn.edu/EEB/#3250), [3271](https://catalog.uconn.edu/EEB/#3271), [4272](https://catalog.uconn.edu/EEB/#4272), [4276](https://catalog.uconn.edu/EEB/#4276).
4. A course in **physiology**: [EEB 2250](https://catalog.uconn.edu/EEB/#2250), [3360](https://catalog.uconn.edu/EEB/#3360), [4215](https://catalog.uconn.edu/EEB/#4215), [PNB 2250](https://catalog.uconn.edu/PNB/#2250), or [SPSS 4210](https://catalog.uconn.edu/SPSS/#4210).
5. At least two of the following courses with extensive laboratory or field work, which may include courses used to satisfy the animal or plant diversity requirement: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [3221](https://catalog.uconn.edu/EEB/#3221), [3230](https://catalog.uconn.edu/EEB/#3230), [3240](https://catalog.uconn.edu/EEB/#3240), [3247](https://catalog.uconn.edu/EEB/#3247), [3250](https://catalog.uconn.edu/EEB/#3250), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3267](https://catalog.uconn.edu/EEB/#3267), [3271](https://catalog.uconn.edu/EEB/#3271), [3273](https://catalog.uconn.edu/EEB/#3273), [4120](https://catalog.uconn.edu/EEB/#4120), [4200](https://catalog.uconn.edu/EEB/#4200), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4261](https://catalog.uconn.edu/EEB/#4261), [4262](https://catalog.uconn.edu/EEB/#4262), [4272](https://catalog.uconn.edu/EEB/#4272), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275), [4276](https://catalog.uconn.edu/EEB/#4276).
6. Students are encouraged to complete a course in statistics.
7. At least 24 credits of EEB courses at the 2000-level or above, which may include courses in I-V above. A maximum of 3 independent study credits from [EEB 3899](https://catalog.uconn.edu/EEB/#3899) may count toward the 24-credit requirement.
8. Related Course Requirements: At least 12 credits of 2000-level or above science courses outside EEB, which must include [MCB 2410](https://catalog.uconn.edu/MCB/#2410). One semester of organic chemistry is recommended.
9. To satisfy the Writing in the Major and Information Literacy competency requirements, all students must pass at least one of the following courses: [EEB 2244W](https://catalog.uconn.edu/EEB/#2244W), [2245W](https://catalog.uconn.edu/EEB/#2245W), [3220W](https://catalog.uconn.edu/EEB/#3220W), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4896W](https://catalog.uconn.edu/EEB/#4896W), 5335W

*Proposed Copy:*

1. Both of the following **core courses**: [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244) and [EEB 2245/W](https://catalog.uconn.edu/EEB/#2245)
2. At least one of the following **animal diversity courses**: [EEB 2214](https://catalog.uconn.edu/EEB/#2214), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3269](https://catalog.uconn.edu/EEB/#3269), [3273](https://catalog.uconn.edu/EEB/#3273), [4200](https://catalog.uconn.edu/EEB/#4200), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275); or [4260](https://catalog.uconn.edu/EEB/#4260) if taken in combination with either [4261](https://catalog.uconn.edu/EEB/#4261) or [4262](https://catalog.uconn.edu/EEB/#4262).
3. At least one of the following **plant diversity courses**: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [3220/W](https://catalog.uconn.edu/EEB/#3220), [3240](https://catalog.uconn.edu/EEB/#3240), [3250](https://catalog.uconn.edu/EEB/#3250), [3271](https://catalog.uconn.edu/EEB/#3271), [4272](https://catalog.uconn.edu/EEB/#4272), [4276](https://catalog.uconn.edu/EEB/#4276).
4. A course in **physiology**: [EEB 2250](https://catalog.uconn.edu/EEB/#2250), [3360](https://catalog.uconn.edu/EEB/#3360), [4215](https://catalog.uconn.edu/EEB/#4215), [PNB 2250](https://catalog.uconn.edu/PNB/#2250), or [SPSS 4210](https://catalog.uconn.edu/SPSS/#4210).
5. At least two of the following courses with extensive laboratory or field work, which may include courses used to satisfy the animal or plant diversity requirement: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [~~3221~~](https://catalog.uconn.edu/EEB/#3221)3220, [3230](https://catalog.uconn.edu/EEB/#3230), [3240](https://catalog.uconn.edu/EEB/#3240), [3247](https://catalog.uconn.edu/EEB/#3247), [3250](https://catalog.uconn.edu/EEB/#3250), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3267](https://catalog.uconn.edu/EEB/#3267), [3271](https://catalog.uconn.edu/EEB/#3271), [3273](https://catalog.uconn.edu/EEB/#3273), [4120](https://catalog.uconn.edu/EEB/#4120), [4200](https://catalog.uconn.edu/EEB/#4200), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4261](https://catalog.uconn.edu/EEB/#4261), [4262](https://catalog.uconn.edu/EEB/#4262), [4272](https://catalog.uconn.edu/EEB/#4272), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275), [4276](https://catalog.uconn.edu/EEB/#4276).
6. Students are encouraged to complete a course in statistics.
7. At least 24 credits of EEB courses at the 2000-level or above, which may include courses in I-V above. A maximum of 3 independent study credits from [EEB 3899](https://catalog.uconn.edu/EEB/#3899) may count toward the 24-credit requirement.
8. Related Course Requirements: At least 12 credits of 2000-level or above science courses outside EEB, which must include [MCB 2410](https://catalog.uconn.edu/MCB/#2410). One semester of organic chemistry is recommended.
9. To satisfy the Writing in the Major and Information Literacy competency requirements, all students must pass at least one W course in EEB. ~~of the following courses:~~ [~~EEB 2244W~~](https://catalog.uconn.edu/EEB/#2244W)~~,~~ [~~2245W~~](https://catalog.uconn.edu/EEB/#2245W)~~,~~ [~~3220W~~](https://catalog.uconn.edu/EEB/#3220W)~~,~~ [~~4230W~~](https://catalog.uconn.edu/EEB/#4230W)~~,~~ [~~4896W~~](https://catalog.uconn.edu/EEB/#4896W)~~, 5335W~~

**2019-422 GEOG 5510 Revise Course**

*Current Copy:*

GEOG 5510. Application Issues in Geographic Information Systems

Three credits.

Recommended preparation: GEOG 5500.

Operational and management issues in geographic information systems (GIS). Implementation of traditional planning and management theories and techniques in GISs. Topics include problems of data exchange standards, implementation of GIS in an institutional setting including benchmarking a GIs, applications of GIS in various fields, social impacts and legal aspects of GIS. Practical work includes analytical exercises using GIS culminating in an application project.

*Proposed Copy:*

GEOG 5510. Application Issues in Geographic Information Systems

Three credits.

Recommended preparation: GEOG 5500.

A course covering the application of geographic information systems (GIS). Emphasis will be placed on understanding GIS through actual use of software. Students will study principal functional components of GIS including: general GIS design and management theory, spatial and attribute data automation, database design, database management, spatial analysis, cartographic production, and application design and implementation. The course includes a final project component, where students investigate a GIS application in depth.

**2019-423 HDFS 2142E Add Course (G) (S)**

*Proposed Copy:*

HDFS 2142E. Exploring Conservation and Sustainability with Preschoolers

3 credits.

Recommended Preparation: HDFS 1070. Instructor consent required.

Introduction to the broad fields of sustainability and conservation through place-based learning experiences. Explores the importance of environmental stewardship by actively engaging with preschool children in project-based learning related to conservation and sustainability throughout the semester. (CA2)

**2019-424 MCB 3620 Add Course**

*Proposed Copy:*

MCB 3620 Host-Associated Microbiomes

Three credits.

Prerequisite: MCB 2610 or MCB 2612

Current research on microbial communities associated with living hosts, with a focus on evolution, ecology, immunology and human health.

**2019-425 STAT 4255 Add Course**

*Proposed Copy:*

STAT 4255. Introduction to Statistical Learning

3 credits.

Prerequisites: STAT 3115Q or instructor consent

Grading Basis. Graded

Modern statistical learning methods arising frequently in data science and machine learning with real world applications: Linear and logistic regression, generalized additive models, decision trees, boosting, support vector machines, and neural networks (deep learning).

**2019-426 STAT/BIST 5725 Revise Course**

*Current Copy:*

STAT/BIST 5725. Linear Statistical Models

3.00 credits.

Prerequisites: Open to graduate students in Statistics, others with permission (RG814).

Grading Basis: Graded

Linear and matrix algebra concepts, generalized inverses of matrices, multivariate normal distribution, distributions of quadratic forms in normal random vectors, least squares estimation for full rank and less than full rank linear models, estimation under linear restrictions, testing linear hypotheses.

*Proposed Copy:*

STAT/BIST 5725. Linear Models I

3.00 credits.

Prerequisites: Open to graduate students in Statistics, others with permission (RG814).

Grading Basis: Graded

Linear and matrix algebra concepts, generalized inverses of matrices, multivariate normal distribution, distributions of quadratic forms in normal random vectors, least squares estimation for full rank and less than full rank linear models, estimation under linear restrictions, testing linear hypotheses.

**2019-427 STAT 5735 Add Course**

*Proposed Copy:*

STAT 5735 Linear Models II

3 Credits.

Prerequisites: STAT/BIST 5725, STAT/BIST 5505, and STAT/BIST 5605. Open to PhD students who have passed the PhD Qualifying Exam in Statistics; others with permission.

Grading Basis: Graded

Multiple comparisons, fixed effects linear models, random-effects and mixed-effects models, generalized linear models, variable selections, regularization and sparsity, support vector machines, additive models and Bayesian linear models.

**2019-428 LLAS Revise Minor**

*Current Copy:*

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region’s relations with the United States.

### Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

* [LLAS 2011W](https://catalog.uconn.edu/LLAS/#2011W), [2012,](https://catalog.uconn.edu/LLAS/#2012) [2995](https://catalog.uconn.edu/LLAS/#2995), [3293](https://catalog.uconn.edu/LLAS/#3293), [3998](https://catalog.uconn.edu/LLAS/#3998), [3999](https://catalog.uconn.edu/LLAS/#3999), [4212](https://catalog.uconn.edu/LLAS/#4212), [4994W](https://catalog.uconn.edu/LLAS/#4994W) ;
* [ANTH 3021](https://catalog.uconn.edu/ANTH/#3021), [3029](https://catalog.uconn.edu/ANTH/#3029), [3042](https://catalog.uconn.edu/ANTH/#3042), [3150](https://catalog.uconn.edu/ANTH/#3150), [3152](https://catalog.uconn.edu/ANTH/#3152); [ANTH/LLAS 3241](https://catalog.uconn.edu/LLAS/#3241);
* [ARTH 3610](https://catalog.uconn.edu/ARTH/#3610), [3620](https://catalog.uconn.edu/ARTH/#3620), [3630](https://catalog.uconn.edu/ARTH/#3630), [3640](https://catalog.uconn.edu/ARTH/#3640), [3645](https://catalog.uconn.edu/ARTH/#3645);
* [ECON](https://catalog.uconn.edu/ECON/#2474)/[LLAS 2474](https://catalog.uconn.edu/LLAS/#2474)
* [GEOG 4710](https://catalog.uconn.edu/GEOG/#4710);
* [HIST 3610](https://catalog.uconn.edu/HIST/#3610), [3619](https://catalog.uconn.edu/HIST/#3619), [3620](https://catalog.uconn.edu/HIST/#3620), [3621](https://catalog.uconn.edu/HIST/#3621), [3622](https://catalog.uconn.edu/HIST/#3622), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643), [3650](https://catalog.uconn.edu/HIST/#3650), [4994W](https://catalog.uconn.edu/HIST/#4994W); [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/LLAS/#3609), [3635](https://catalog.uconn.edu/LLAS/#3635), [3660W](https://catalog.uconn.edu/LLAS/#3660W);
* [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237); [POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271,](https://catalog.uconn.edu/LLAS/#3271) [3667](https://catalog.uconn.edu/LLAS/#3667);
* [SPAN 3201](https://catalog.uconn.edu/SPAN/#3201), [3205](https://catalog.uconn.edu/SPAN/#3205), [3207](https://catalog.uconn.edu/SPAN/#3207), [3214](https://catalog.uconn.edu/SPAN/#3214), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3254](https://catalog.uconn.edu/SPAN/#3254), [3260](https://catalog.uconn.edu/SPAN/#3260), [3266,](https://catalog.uconn.edu/SPAN/#3266) [3267W](https://catalog.uconn.edu/SPAN/#3267W); [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)

### Language Requirement

(Credits do not apply to minor’s 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

* One 2000-level or above language course
* Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
* Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](http://elin.uconn.edu/). For information, contact [Anne Gebelein](mailto:Anne.Gebelein@uconn.edu) or call 860-486-5508.

*Proposed Copy:*

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region’s relations with the United States.

### Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

* [LLAS 2011W](https://catalog.uconn.edu/LLAS/#2011W), [2012,](https://catalog.uconn.edu/LLAS/#2012) [2995](https://catalog.uconn.edu/LLAS/#2995), [3293](https://catalog.uconn.edu/LLAS/#3293), [3998](https://catalog.uconn.edu/LLAS/#3998), [3999](https://catalog.uconn.edu/LLAS/#3999), [4212](https://catalog.uconn.edu/LLAS/#4212), [4994W](https://catalog.uconn.edu/LLAS/#4994W) ;
* [ANTH 3021](https://catalog.uconn.edu/ANTH/#3021), [3029](https://catalog.uconn.edu/ANTH/#3029), [3042](https://catalog.uconn.edu/ANTH/#3042), [3150](https://catalog.uconn.edu/ANTH/#3150), [3152](https://catalog.uconn.edu/ANTH/#3152); [ANTH/LLAS 3241](https://catalog.uconn.edu/LLAS/#3241);
* [ARTH 3610](https://catalog.uconn.edu/ARTH/#3610), [3620](https://catalog.uconn.edu/ARTH/#3620), [3630](https://catalog.uconn.edu/ARTH/#3630), [3640](https://catalog.uconn.edu/ARTH/#3640), [3645](https://catalog.uconn.edu/ARTH/#3645);
* [ECON](https://catalog.uconn.edu/ECON/#2474)/[LLAS 2474](https://catalog.uconn.edu/LLAS/#2474)
* [GEOG 4710](https://catalog.uconn.edu/GEOG/#4710);
* [HIST 3610](https://catalog.uconn.edu/HIST/#3610), [3619](https://catalog.uconn.edu/HIST/#3619), [3620](https://catalog.uconn.edu/HIST/#3620), [3621](https://catalog.uconn.edu/HIST/#3621), [3622](https://catalog.uconn.edu/HIST/#3622), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643), [3650](https://catalog.uconn.edu/HIST/#3650), [4994W](https://catalog.uconn.edu/HIST/#4994W); [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/LLAS/#3609), [3635](https://catalog.uconn.edu/LLAS/#3635), [3660W](https://catalog.uconn.edu/LLAS/#3660W);
* [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237); [POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271,](https://catalog.uconn.edu/LLAS/#3271) [3667](https://catalog.uconn.edu/LLAS/#3667);
* [SPAN 3201](https://catalog.uconn.edu/SPAN/#3201), [3205](https://catalog.uconn.edu/SPAN/#3205), [3207](https://catalog.uconn.edu/SPAN/#3207), [3214](https://catalog.uconn.edu/SPAN/#3214), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3254](https://catalog.uconn.edu/SPAN/#3254), [3260](https://catalog.uconn.edu/SPAN/#3260), [3266,](https://catalog.uconn.edu/SPAN/#3266) [3267W](https://catalog.uconn.edu/SPAN/#3267W); [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)

*With approval of the minor advisor, appropriate sections of 3293 courses taken through Education Abroad may count towards the minor. Appropriate sections of special topics courses HRTS 3298, AFRA 3898, ANTH 3098, SPAN 3298, HIST 3098, WGSS 3998 and POLS 2998 may also count towards the minor with advisor consent.*

### Language Requirement

(Credits do not apply to minor’s 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

* One 2000-level or above language course
* Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
* Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](http://elin.uconn.edu/). For information, contact [Anne Gebelein](mailto:Anne.Gebelein@uconn.edu) or call 860-486-5508.

**2019-308 SCFS Revise Minor**

*Current Copy:*

The Sustainable Community Food Systems (SCFS) minor provides an in-depth exploration of food systems through performing an intensive summer work experience and fall internship (six credits), and reflecting on the practice of working in a sustainable community food system. Farm experience through working at the Spring Valley Student Farm (or another approved farm) is required and residence at the farm for at least a summer is encouraged.

**Requirements**

The minor consists of 18 credits as follows:

* An elective course in social dimensions of food resources that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [ARE 3260](https://catalog.uconn.edu/ARE/#3260), [4438](https://catalog.uconn.edu/ARE/#4438); [NRE 3265](https://catalog.uconn.edu/NRE/#3265); [NUSC 3230](https://catalog.uconn.edu/NUSC/#3230); [SOCI 2705](https://catalog.uconn.edu/SOCI/#2705).
* A capstone writing class: [GEOG 4000W](https://catalog.uconn.edu/GEOG/#4000W).
* A capstone seminar in Sustainable Community Food Systems: [GEOG 4098](https://catalog.uconn.edu/GEOG/#4098).
* Six credits of an internship class in a department appropriate to the SCFS minor.
* One elective class from the College of Agriculture, Health and Natural Resources, related to sustainable food production that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [SPSS 2100](https://catalog.uconn.edu/SPSS/#2100), [2500](https://catalog.uconn.edu/SPSS/#2500), and [3610](https://catalog.uconn.edu/SPSS/#3610).

This minor is offered by the Environmental Studies program (EVST), and is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture, Health and Natural Resources.

*Proposed Copy:*

The Sustainable Community Food Systems (SCFS) minor provides an in-depth exploration of food systems through performing an intensive summer work experience and fall internship (six credits), and reflecting on the practice of working in a sustainable community food system. Farm experience through working at the Spring Valley Student Farm (or another approved farm) is required and residence at the farm for at least a summer is encouraged.

**Requirements**

The minor consists of 18 credits as follows:

* An elective course in social dimensions of food resources that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [ARE 3260](https://catalog.uconn.edu/ARE/#3260), [4438](https://catalog.uconn.edu/ARE/#4438); [NRE 3265](https://catalog.uconn.edu/NRE/#3265); [NUSC 3230](https://catalog.uconn.edu/NUSC/#3230); [SOCI 2705](https://catalog.uconn.edu/SOCI/#2705).
* A capstone writing class: [GEOG 4000W](https://catalog.uconn.edu/GEOG/#4000W) or EVST 4000W.
* A capstone seminar in Sustainable Community Food Systems: [GEOG 4095](https://catalog.uconn.edu/GEOG/#4098).
* Six credits of an internship class in a department appropriate to the SCFS minor.
* One elective class from the College of Agriculture, Health and Natural Resources, related to sustainable food production that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [SPSS 2100](https://catalog.uconn.edu/SPSS/#2100), [2500](https://catalog.uconn.edu/SPSS/#2500), and [3610](https://catalog.uconn.edu/SPSS/#3610).

This minor is offered by the Environmental Studies program (EVST), and is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture, Health and Natural Resources.

**ADDITIONAL MATERIALS**

**2019-411 MATH 5788 Add Factotum Course**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

Bottom of Form

**II. Variable Topics course**

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

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx88’ or ‘xx98’):5788

3. Course Title: Variable Topics

Top of Form

4. Credits: 3 credits

5. Prerequisites: X Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_Y\_ : Up to a maximum of \_30\_\_ credits

Bottom of Form

Bottom of Form

# Proposer Information

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

    Department Curriculum Committee: November 20, 2019

    Department Faculty: November 20, 2019

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

**2019-412 MATH 5789 Add Factotum Course**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**IV. Independent Study course**

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx99’): 5789

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_Y\_ : Up to a maximum of \_6\_\_

5. Prerequisites: X Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_Y\_ : Up to a maximum of \_30\_\_ credits

Bottom of Form

# Proposer Information

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

    Department Curriculum Committee: November 20, 2019

    Department Faculty: November 20, 2019

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

**2019-413 MATH 5798 Add Factotum Course**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

Bottom of Form

**II. Variable Topics course**

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

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx88’ or ‘xx98’): 5798

3. Course Title: Variable Topics

Top of Form

4. Credits: 3 credits

5. Prerequisites: X Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_Y\_ : Up to a maximum of \_30\_\_ credits

Bottom of Form

Bottom of Form

# Proposer Information

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

    Department Curriculum Committee: November 20, 2019

    Department Faculty: November 20, 2019

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

**2019-414 MATH 5799 Add Factotum Course**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx99’): 5799

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_Y\_ : Up to a maximum of \_6\_\_

5. Prerequisites: X Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_Y\_ : Up to a maximum of \_30\_\_ credits

Bottom of Form

# Proposer Information

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

    Department Curriculum Committee: November 20, 2019

    Department Faculty: November 20, 2019

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

**2019-415 PSYC 2502 Add Course (S) (guest: Jim Magnuson)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14006 |
| **Request Proposer** | Chrobak |
| **Course Title** | Science of Learning and Art of Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Psychological Sciences > 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 Areas** | 1 |
| **Course Subject Area** | PSYC |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Psychological Sciences |
| **Course Title** | Science of Learning and Art of Communication |
| **Course Number** | 2502 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | James J Chrobak |
| **Initiator Department** | Psychological Sciences |
| **Initiator NetId** | jjc02010 |
| **Initiator Email** | [james.chrobak@uconn.edu](mailto:james.chrobak@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 Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Seminar |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 12 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture, discussion and team presentations |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor 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?** | Honors Graded Only |

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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** | availability of faculty |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PSYC 2502. Science of Language and Art of Communication 3.00 credits Prerequisites: Instructor consent required. Grading Basis: Graded Lecture, discussion and team-based presentations related to the principles of learning and the essentials of scientific communication. |
| **Reason for the course action** | This course has been taught as Honors Core course as the generic PSYC 3884 Seminar in Psychology and given it will be taught regularly (once/year or every other), course should have separate title. |
| **Specify effect on other departments and overlap with existing courses** | None: Communications department was consulted and Drs Stifano and Lachlan agreed that this would be a good course addition and were open to collaborations between our programs and this course offering in future. |
| **Please provide a brief description of course goals and learning objectives** | Learning Outcomes: 1) understanding of four basic principle of science of learning 2) understanding how to relay scientific findings within context of storytelling 3) practice and enhance impactful presentations using narrative arc 4) practice use of critical thinking and analysis skills across domains (discussion of analogy across domains) |
| **Describe course assessments** | 1) Short quizzes each week 2) In class essay exams 2) Two communication challenge team presentations |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [magnuson\_honors\_course\_proposal\_2018.10.09b (003).pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F165444&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C1f368c62efa247bfd33a08d76c3b40b5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637096874052657356&sdata=%2Boo2rOrUmreYarF151Gt9vDcQn92DlIiPCK2Dhp5p1c%3D&reserved=0) | magnuson\_honors\_course\_proposal\_2018.10.09b (003).pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | James J Chrobak | 10/29/2019 - 15:04 | Submit |  | This course has been approved as Honors Core Course (Fall 2018) using the Psych 3884 Seminar in Psychology designation and has been recently approved as a stand alone course by Psych C&C committee (10/30/2019) | | Psychological Sciences | Robert A Henning | 11/15/2019 - 16:50 | Approve | 10/30/2019 | no prerequisites to encourage enrollment by first-year students | |

**2019-416 PNB 5105 Revise Course (guest: Radmila Filipovic)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14415 |
| **Request Proposer** | Andalib |
| **Course Title** | Seminar in Intraoperative Neuromonitoring |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Physiology and Neurobiology > Return > Physiology and Neurobiology > UICC > Return > Physiology and Neurobiology > 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 Areas** | 1 |
| **Course Subject Area** | PNB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physiology and Neurobiology |
| **Course Title** | Seminar in Intraoperative Neuromonitoring |
| **Course Number** | 5105 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a change to the existing PNB 5105 Course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Payam Andalib |
| **Initiator Department** | Physiology and Neurobiology |
| **Initiator NetId** | paa00001 |
| **Initiator Email** | [payam.andalib@uconn.edu](mailto:payam.andalib@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 Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 10-15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 2 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor 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** | 4 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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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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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PNB 5105. Seminar in Intraoperative Neuromonitoring 2.00 credits Prerequisites: None. Grading Basis: Graded Presentations of clinical and nonclinical subjects affecting the intraoperative neuromonitoring clinician's daily job. Topics include the sterile field; infection control; needle, electrical, radiation and fire safety; patient privacy laws (HIPAA); professional conduct and communication; and diversity in the workplace. |
| **Provide proposed title and complete course catalog copy** | PNB 5105. Seminar in Intraoperative Neuromonitoring 2.00 credits Prerequisites: Instructor consent required. Grading Basis: Graded. May be repeated with a change of topic to a maximum of four credits. Presentations of clinical and nonclinical subjects affecting the intraoperative neuromonitoring clinician's daily job. Topics include the sterile field; infection control; needle, electrical, radiation and fire safety; patient privacy laws (HIPAA); professional conduct and communication; and diversity in the workplace. |
| **Reason for the course action** | Adding the ability for the course to be repeated for credit. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This seminar series allows presentation of many relevant clinical and non-clinical subjects that have profound impact on the job performance of a clinician new to this field. The seminar format provides a perfect opportunity to bring together a variety of experts on different subject matters for a comprehensive course enriched with necessary information for a clinician new to the field of IONM. |
| **Describe course assessments** | - In-class quizzes. At the end of each lecture, there will be a quiz. Scores from in class quizzes will be cumulative. (90% of the final grade) - Participation in the lectures. (10% of the final grade) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PNB 5105 Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F166738&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd10acfa2c6ca4e801ee308d7767a4f32%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637108139992969199&sdata=RUngf2WkMOWPGC8Ar86ni25VUck7TGxiqZi2LEOIt5U%3D&reserved=0) | PNB 5105 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Payam Andalib | 11/26/2019 - 19:11 | Submit |  | PNB 5105 was indented to be able to be repeated one time for up to 4 credits when proposed. The topics will be different when the course is repeated for credit. Our request is to change the course catalog copy to reflect it can be repeated for credit. Thank you very much, Payam | | Physiology and Neurobiology | Robert V Gallo | 11/26/2019 - 22:19 | Return |  | Correct spelling....intended (not indented) The catalog copy for 5104 reads "3 credits. May be repeated for a total of 6 credits". So to be consistent 5105 should read "2 credits. Maybe be repeated for a total of 4 credits". | | Return | Payam Andalib | 11/27/2019 - 05:40 | Resubmit |  | PNB 5105 was intented to be able to be repeated one time for up to 4 credits when proposed. The topics will be different when the course is repeated for credit. Our request is to change the course catalog copy to reflect it can be repeated for credit. Thank you very much, Payam | | Physiology and Neurobiology | Robert V Gallo | 11/27/2019 - 08:39 | Approve |  | May be repeated for a total of 4 credits. | | UICC | Cheryl D Galli | 11/29/2019 - 08:19 | Return | 11/29/2019 | Returning to correct workflow. UNIV was erroneously indicated on CAR. Removing UNIV designation and reapproving at department level per Professor Gallo's original approval. | | Return | Cheryl D Galli | 11/29/2019 - 08:20 | Resubmit |  | Resubmitting to correct workflow (UNIV) | | Physiology and Neurobiology | Cheryl D Galli | 11/29/2019 - 08:21 | Approve | 11/27/2019 | Reapproving per Professor Gallo's approval of 11/27/2019 | |

**2019-417 ECON 2103 Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14271 |
| **Request Proposer** | Cosgel |
| **Course Title** | Honors Core: Deep Roots of Modern Societies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > 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 Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Honors Core: Deep Roots of Modern Societies |
| **Course Number** | 2103 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Metin M Cosgel |
| **Initiator Department** | Economics |
| **Initiator NetId** | mmc02006 |
| **Initiator Email** | [metin.cosgel@uconn.edu](mailto:metin.cosgel@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 Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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 C: History |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **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** | ECON 1200 or both ECON 1201 and 1202 |
| **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 for credit to students who are currently enrolled in or who have passed ECON 3103 |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | Yes |
| **Concurrent course list** | none |
| **List courses that cannot be taken concurrently** | ECON 3103 |
| **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 |

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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 |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 2103. Honors Core: Deep Roots of Modern Societies 3.00 credits Prerequisites: Prerequisites: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 3103. Grading Basis: Honors Credit Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues. |
| **Provide proposed title and complete course catalog copy** | 2103. Honors Core: Deep Roots of Modern Societies 3.00 credits Prerequisites: Prerequisites: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 3103. Grading Basis: Honors Credit Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues. CA1 (C). |
| **Reason for the course action** | Include in General Education Requirements, Content Area 1, C (History) |
| **Specify effect on other departments and overlap with existing courses** | Some of the topics (e.g., gender roles, colonialism) may have limited overlaps with courses offered by the History Department (e.g., Women in History, Modern Western Traditions). But the History Department has no courses specifically on economic history of any region or time period. There are no significant overlaps in temporal, spatial, or thematic coverage. We consulted with the History Department when the course was first introduced. |
| **Please provide a brief description of course goals and learning objectives** | At the end of the semester, the students will be able to: 1. Differentiate between proximate determinants and ultimately deeper, more fundamental factors that are rooted in long-term history. 2. Identify important historical events that have had persistent effects on economic development over time. 3. Analyze the channels that transmit the effects of historical events on today’s economies. 4. Determine the relative importance of alternative channels that cause persistence and reversals. 5. Apply cutting edge methods of historical and comparative analysis to explore the economic history of a specific issue and region in detail. 6. Apply scientific standards of economic history to analyze important issues, communicate findings, and critique others. |
| **Describe course assessments** | Grading is based on 1) In-class assignments (20%), 2) Presentation essays (10%), Discussion/Feedback (30%), 4) Papers (40%). Please see attached syllabus for details. |
| **General Education Goals** | 1. become articulate: students are required to keep journals, engage in class discussion, present their paper ideas to class, and write two papers. 2. acquire intellectual breadth and versatility: course material includes topics and readings that span world history in broad temporal and spatial coverage. 3. acquire critical judgment: students develop analytical skills to question the proximate causes of modern issues offered in the literature, and instead probe deeply into historical roots. 4. acquire moral sensitivity: several of the topics (e.g., gender roles, poverty, dependent care) allow students to think carefully, reflect with each other, and develop sensitivity to moral implications of issues and offered solutions 5. acquire awareness of their era and society: after forming common ground in historical approach and economic analysis in the first part of the course, the second part asks each student to choose a topic and region to specialize for class presentation and research papers. This allows students to learn about their own era and society through reflections and comparative analysis with others. 6. acquire consciousness of the diversity of human culture and experience: The third parts of the course is devoted to comparisons between traditional and modern societies in terms of various ways of resolving conflicts, caring for children and elderly, dealing with uncertainty, and forming beliefs, health, and language. 7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge: Students are exposed to the cutting-edge toolkit for historical and comparative analysis, which they can continue to apply and further develop beyond the course. |
| **Content Area: Arts and Humanities** | The course meets the criteria for "Arts and Humanities" content area by enabling students to explore the deep roots of their own modern societies through historical and critical modes of inquiry and by engaging them in systematic analytical investigations of human experience. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ECON2103 Syllabus (Fall 2019).pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F165563&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca3f45d30ebad49a1b6da08d76d28f393%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637097894972019202&sdata=kDhKm958FW8DKyzJBHvWf2%2FYVt828794VuzIvdhRSjU%3D&reserved=0) | ECON2103 Syllabus (Fall 2019).pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Metin M Cosgel | 11/14/2019 - 15:42 | Submit |  | The proposal is to include an existing course in the list of courses that satisfy the General Education Requirement--Content Area 1.C (History). | | Economics | Richard N Langlois | 11/15/2019 - 09:33 | Approve | 11/15/2019 | This just seeks to add an existing (Honors Core) course to CA1. | |



ECON 2103

Honors Core:

Deep Roots of Modern Societies

# Syllabus - Fall, 2019

## Course and Instructor Information

**Course Title:** Honors Core: Deep Roots of Modern Societies

**Credits:** 3

**Prerequisites:** ECON 1200 or both ECON 1201 and 1202.

**Restrictions**: Not open for credit to students who are currently enrolled in or who have passed ECON 3103

**Professor:** Metin Cosgel

**Email:** Metin.Cosgel@UConn.edu

**Web**: [www.cosgel.uconn.edu](http://www.cosgel.uconn.edu/)

**Office Hours/Availability:** 10:10-11 am on Mondays and Wednesdays, and by appointment.

## Catalog Copy

Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues.

## Course Description

This course aims to introduce students to the cutting-edge toolkit for historical and comparative analysis of challenging issues facing modern societies, such as poverty, gender roles, discrimination, migration, labor coercion, and armed conflict. You will learn innovative methods to analyze important questions and scientific standards to communicate findings and critique other approaches. Along the way, we will read review articles as well as economic history’s recent “Greatest Hits,” pathbreaking books and journal articles that use a variety of methodologies to answer big questions. These works teach us about the past in order to inform our understanding of today and reveal the historical roots of modern-day phenomena and the channels that transmitted these roots to today.

The course will consist of three parts. In the first part, we will develop common ground by learning broadly about the application of recent methods of historical and comparative analysis, focusing on the importance of historical events and geography as deep roots of observed outcomes and the channels of transmission between the past and today. The second part will apply these insights to investigate the deep roots of some of the challenging issues affecting modern societies. Finally, in the third part we will examine the differences between traditional and modern societies with the objective of answering why certain traditional practices have disappeared while others have persisted over time.

Each student will choose a geographic region of the world and one of the issues to be covered in the course. This choice will guide your individual research and exploration and be the basis for your paper and presentation assignments. Based on your choices of regions and issues, you will belong to two sets of groups in class. These groups will meet frequently during class meetings for various projects and assignments, such as to discuss and report on how the reading assignment presented in the lecture would apply to your region and/or issue. In addition, the groups will present to the rest of the class their ideas and findings from their individual research projects. After your presentation, you will receive written comments and suggestions from your colleagues in other groups, which you can use in revising your paper.

## Learning Outcomes

At the end of the semester, the students will be able to:

1. Differentiate between proximate determinants and ultimately deeper, more fundamental factors that are rooted in long-term history.
2. Identify important historical events that have had persistent effects on economic development over time.
3. Analyze the channels that transmit the effects of historical events on today’s economies.
4. Determine the relative importance of alternative channels that cause persistence and reversals.
5. Apply cutting edge methods of historical and comparative analysis to explore the economic history of a specific issue and region in detail.
6. Apply scientific standards of economic history to analyze important issues, communicate findings, and critique others.

## Course Outline

The following is a brief list of topics to be covered in the course this semester. For details, see the Course Schedule and Reading List.

**Part A**: Introduction: Economics and History

Proximate Causes vs. Deep Roots  
Colonization and Other Important Historical Events

Geography

From History to Today: Channels of Transmission

**Part B**: Deep Roots of Modern Issues

Gender Roles

Income and Poverty

Religion and Conflict

Settlement Patterns

**Part C**: Traditional vs. Modern Societies

Dispute Resolution

Dependent Care

Dealing with Uncertainty

Religion, Language, and Health

## Course Requirements and Grading

The following is a brief description of course requirements and grading. The details of each assignment will be discussed in class and made available in HuskyCT.

**Summary of Course Grading:**

|  |  |
| --- | --- |
| **Course Components** | **Weight** |
| Journal | 20% |
| Papers, First and Second  Final Draft | 20%  20% |
| Presentation Essays | 10% |
| Discussion | 30% |

**Research Groups**

Based on your choice of a geographic region and one of the issues covered in Parts B and C, you will belong to two groups with shared research interests.

**Journal**

In Part A, you will frequently work with one of your groups on a team assignment during class meetings. The assignments will typically be based on the material covered on that day and will give you an opportunity to reflect on the way this material relates to your own research projects.

**Research Paper**

The research paper is key to your reflection process as a learner. Detailed instructions and assistance will be provided during class meetings.

**Presentation Essay**

The presentation of research projects is an opportunity to share your ideas with fellow students in the class and to receive their comments and suggestions. You will be asked to submit a presentation essay a week before the date of your presentation.

**Discussion**

The presentation essays will also serve as the initial posts in the discussion forums of topics covered in Parts B and C. Following each group’s presentation, other students will post comments. Out of the 8 discussion posts, the two lowest scores will be dropped and the remaining 6 will count towards the course grade.

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Letter Grade** | **GPA** |
| 95+ | A | 4.0 |
| 90+ | A- | 3.7 |
| 85+ | B+ | 3.3 |
| 80+ | B | 3.0 |
| 78+ | B- | 2.7 |
| 75+ | C+ | 2.3 |
| 70+ | C | 2.0 |
| 68+ | C- | 1.7 |
| 65+ | D+ | 1.3 |
| 60+ | D | 1.0 |
| 55+ | D- | 0.7 |
| <55 | F | 0.0 |

**Due Dates and Late Policy**

It is important to submit your assignments on time so that you can receive meaningful feedback from me. Discussion Forums in particular require that you submit your posts by the due dates so that you and your peers can participate in a dialogue about the topics we cover.

The deadlines for assignments are serious. Late submissions will lose a significant portion of the available points past the due date, as specified in the grading rubrics (available in HuskyCT).

**Feedback and Grades**

I will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, refer to My Grades in HuskyCT.

## 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. Review these important [standards, policies and resources](http://ecampus.uconn.edu/policies.html), which include:

* The Student Code
  + Academic Integrity
  + Resources on Avoiding Cheating and Plagiarism
* Copyrighted Materials
* Netiquette and Communication
* Adding or Dropping a Course
* Academic Calendar
* Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
* Sexual Assault Reporting Policy

## Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let us know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or<http://csd.uconn.edu/>.

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))

## Software Requirements

The software/technical requirements for this course include:

* HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx), [HuskyCT/ Blackboard Privacy Policy](http://www.blackboard.com/footer/privacy-policy.aspx))
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([Adobe Reader Accessibility Statement](http://www.adobe.com/accessibility/products/reader.html), [Adobe Reader Privacy Policy](http://www.adobe.com/privacy.html))
* Google Apps ([Google Apps @ UConn Accessibility](http://g.uconn.edu/accessibility-info/), [Google for Education Privacy Policy](https://www.google.com/edu/trust/))
* Microsoft Office (free to UConn students through [uconn.onthehub.com](https://uconn.onthehub.com/)) ([Microsoft Accessibility Statement](http://www.microsoft.com/enable/microsoft/mission.aspx), [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement/))
* Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

## Help

[Technical and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through [HuskyTech](http://huskytech.uconn.edu/). You 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.

**2019-418 ECON 2326 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14516 |
| **Request Proposer** | Langlois |
| **Course Title** | Operations Research |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Operations Research |
| **Course Number** | 2326 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | [richard.langlois@uconn.edu](mailto:richard.langlois@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 Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **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** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | ECON 1200 or both ECON 1201 and 1202 |
| **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 for credit to students who have passed ECON 4326. |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **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** | Faculty member with necessary expertise only at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 2326. Operations Research 3.00 credits Prerequisites: Recommended preparation: ECON 1200 or both ECON 1201 and 1202 Grading Basis: Graded Extensive use of computer spreadsheets to find efficient solutions to problems faced by managers in both the public and private sectors. Optimization of input and output mixes, of delivery routes, and communication networks. |
| **Provide proposed title and complete course catalog copy** | 2326. Operations Research 3.00 credits Prerequisites: Recommended preparation: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 4326. Grading Basis: Graded Extensive use of computer spreadsheets to find efficient solutions to problems faced by managers in both the public and private sectors. Optimization of input and output mixes, of delivery routes, and communication networks. |
| **Reason for the course action** | we have created a 4000-level version of the course for our BS program, and we do not want students who have passed the 4000-level version to go back and take the 2000-level version. It is perfectly fine, however, if people who have taken the 2000-level version go on to take the more advanced course. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | In this course students will learn (for any decision making problem) • How to identify the choice variables (the values of which a decision maker can select), the constraints on these choices, and the objective function that is to be maximized (like profit) or minimized (like cost); • How to set up the decision making problem mathematically; • How to solve simple decision making problems geometrically; • How to program and solve the algebraic problem on Excel Solver; • How to interpret the results obtained from the optimal solution of the problem on Excel. It needs to be emphasized that learning how to formulate the appropriate optimization problem is in many ways more important than mastering the mechanics of the Excel Solver. |
| **Describe course assessments** | Apart from a Midterm and a Final exam, there will be four in class quizzes. The best three of the four quizzes will count. The quizzes, midterm, and final exams will typically require some computer work to be completed in class during the exam which will be sent to me by e-mail and other answers to be written on paper in a blue book. Overall evaluation for the course will be based on the following with weights as shown: Midterm: 25% Final: 45% Quizzes: 20% Homework: 10% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Econ 2326 Syllabus Fall 2019 (6).docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F166929&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ceec20d55722e40d37fad08d7791ef316%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637111046139443207&sdata=JORj0MEbbMGXD%2FegTSY6o5Z9eTfTl2%2B6tvU%2FAzhLt00%3D&reserved=0) | Econ 2326 Syllabus Fall 2019 (6).docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Richard N Langlois | 12/04/2019 - 15:36 | Submit |  | Approved by the undergraduate committee and department September 19, 2019 | | Economics | Richard N Langlois | 12/04/2019 - 15:50 | Approve | 9/19/2019 | This seeks only to add a restriction. The course is otherwise unchanged. | |

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**Econ 2326 Operations Research**

**Fall 2019**

**Instructor: Subhash Ray**

**Office: OAK 324**

**e-mail:subhash.ray@uconn.edu**

This course covers topics related to resource allocation decisions in complex organizations (like manufacturing firms, public service agencies, the military, or the civilian government) often consisting of nearly autonomous sub-units with competing (and sometimes conflicting) goals. The topics covered in the course show how the decision making problems can be formulated as standard mathematical models that can be solved using relevant data in Excel.

**Course Objectives**

In this course you will learn (for any decision making problem)

* How to identify the choice variables (the values of which a decision maker can select), the constraints on these choices, and the objective function that is to be maximized (like profit) or minimized (like cost);
* How to set up the decision making problem mathematically;
* How to solve simple decision making problems geometrically;
* How to program and solve the algebraic problem on Excel Solver;
* How to interpret the results obtained from the optimal solution of the problem on Excel.

It needs to be emphasized that learning how to formulate the appropriate optimization problem is in many ways more important than mastering the mechanics of the Excel Solver.

**Text Book:**

The required textbook for this course is

Ragsdale: *Spreadsheet Modeling and Decision Analysis* (8th Ed)

Note: Lectures will follow the textbook only broadly and not line by line. Additional materials covered in class will be posted on the course web site on Husky CT.

**Prerequisites**:

**Some background in basic algebra (like solving 2 equations in 2 unknowns) is essential for this course. Also, some familiarity with EXCEL is presumed.**

While much of the empirical work will be done using the Solver Add-in on MS Excel, significant amount of numerical computation will be needed to answer questions in homework and exams. Anyone who cannot solve 2 equations in 2 unknowns should not take this course.

**Homework:**

Homework problems will be assigned periodically covering topics from the different chapters and will be due by strict deadlines. Homework will be evaluated for completion. There will be a 25% penalty for missing the deadline by up to 2 days. No later submission will be accepted.

**Office Hours**

I shall be available for office hours in my office at OAK 324 on **Mondays and Wednesdays between 3:00 to 4:00 pm** on a weekly basis or at some mutually convenient time by appointment (not on a weekly basis). You may contact me by e-mail for specific information about the course and I shall try to get back to you within 24 hours. Do not seek detailed explanation of material covered in class or help with specific homework problems by e-mail.

**Computer Software**

All computational work in this course will be done using MS Excel, which will be used extensively throughout this course. Necessary instructions for using Excel will be given in class.

**Grading**

Apart from a Midterm and a Final exam, there will be **four** in class quizzes. The **best three** of the four quizzes will count. The quizzes, midterm, and final exams will typically require some computer work to be completed in class during the exam which will be sent to me by e-mail and other answers to be written on paper in a blue book.

Overall evaluation for the course will be based on the following with weights as shown:

**Midterm: 25% (Oct 21)**

**Final: 45% (as per Final Exam calendar)**

**Quizzes: 20% (Sept 13, Sept 30, Nov 4, Nov 22)**

**Homework: 10%**

There will be no makeup quizzes or exams (except for documented emergencies).

No accommodations can be made for travel plans already made.

**ACADEMIC INTEGRITY**

Academic dishonesty of any form is in violation of the University of Connecticut Student Code will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. The policy of this course is one “zero” tolerance. With the first occurrence of plagiarism, the student earns an “F” for the assignment or exam. With the second occurrence, the student receives an “F” for the course and could be suspended or expelled from the University. Please see the Student Code at <http://www.community.uconn.edu/academic_integrity_students_faq.html> for more details and a full explanation of the Academic Misconduct policies.

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**  
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 amorous 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 amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  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 [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

**CLASSROOM BEHAVIOR**

Please contribute to a positive learning environment. Students are expected to treat each other and the instructor with courtesy and respect. Please no coming and going during class. You are expected to remain seated until the end of the class (personal illness excepted). If there is a valid reason why you might have to leave the classroom before the lecture is over, please notify the instructor at the beginning of the class before the lecture begins. All cell phone use is prohibited. That means no text messaging and/or browsing. Cell phones should be off or set to silent. The use of the computers in class is for taking notes and complete course-related tasks, and not for surfing the Internet or for viewing entertainment. Web surfing during lectures will be considered negative class participation and will be penalized. Audio and video recording is not permitted.

Learning in this course is cumulative; that is, each topic builds on the previous one. As a result, attendance is extremely important. While daily attendance is not a *formal requirement* it should be remembered that all materials covered in class (whether or not posted on Husky CT) will be covered in exams.

Note:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Center for Students with Disabilities (860-486-2020) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.



**2019-419 ECON Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 2 December 2019

2. Department or Program: ECON

3. Title of Major: ECON

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 2020

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

5. Nature of change: Add a course option to the BS degree.

# Existing Catalog Description of Major

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.

Course work in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law. The economics B.S. is recommended for students interested in professions that call for quantitative skills. The B.S. is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

For an economics major that leads to a Bachelor of Arts degree, students must learn twenty-four credits in courses at the 2000 level or above, including two intermediate theory courses ([ECON 2201](https://catalog.uconn.edu/ECON/#2201) or [2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2202](https://catalog.uconn.edu/ECON/#2202) or [2212Q](https://catalog.uconn.edu/ECON/#2212Q)), plus at least nine credits in either quantitative skills courses ([ECON 2301](https://catalog.uconn.edu/ECON/#2301)–[2328](https://catalog.uconn.edu/ECON/#2328)) and/or ECON courses at the 3000 level or above. No more than six credits in [ECON 2499](https://catalog.uconn.edu/ECON/#2499) and/or [3499](https://catalog.uconn.edu/ECON/#3499) may be counted toward the required 24 credits in economics courses at the 2000 level or above. [ECON 2481](https://catalog.uconn.edu/ECON/#2481) does not count toward fulfilling the major requirements.

Economics B.A. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) and one of the following: [MATH 1071Q](https://catalog.uconn.edu/MATH/#1071Q), [1110Q](https://catalog.uconn.edu/MATH/#1110Q), [1126Q](https://catalog.uconn.edu/MATH/#1126Q), [1131Q](https://catalog.uconn.edu/MATH/#1131Q), [1151Q](https://catalog.uconn.edu/MATH/#1151Q) or [2141Q](https://catalog.uconn.edu/MATH/#2141Q). [MATH 1125Q](https://catalog.uconn.edu/MATH/#1125Q) or higher is recommended, and [STAT 1100Q](https://catalog.uconn.edu/STAT/#1100Q) is recommended over [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q). [ECON 2311](https://catalog.uconn.edu/ECON/#2311) is a recommended course for the B.A. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

For an economics major that leads to a Bachelor of Science degree, students must take [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (STAT 1100Q is recommended over STAT 1000Q) and one of the following MATH sequences: [MATH 1125Q](https://catalog.uconn.edu/MATH/#1125Q), [1126Q](https://catalog.uconn.edu/MATH/#1126Q), and [1132Q](https://catalog.uconn.edu/MATH/#1132Q); [MATH 1131Q](https://catalog.uconn.edu/MATH/#1131Q) (or [1151Q](https://catalog.uconn.edu/MATH/#1151Q)) and [1132Q](https://catalog.uconn.edu/MATH/#1132Q) (or [1152Q](https://catalog.uconn.edu/MATH/#1152Q)); or [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q). In addition, B.S. majors must also take one of the following: [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2210Q](https://catalog.uconn.edu/MATH/#2210Q) or [2410Q](https://catalog.uconn.edu/MATH/#2410Q) or [2420Q](https://catalog.uconn.edu/MATH/#2420Q). Students may substitute more advanced MATH and STAT courses with consent of the advisor.

B.S. students must take one of the following science sequences in Biology, Chemistry, or Physics:

* Biology: [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107) and either [BIOL 1108](https://catalog.uconn.edu/BIOL/#1108) or [1110](https://catalog.uconn.edu/BIOL/#1110).
* Chemistry: [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q), [1125Q](https://catalog.uconn.edu/CHEM/#1125Q), [1126Q](https://catalog.uconn.edu/CHEM/#1126Q); or [CHEM 1127Q](https://catalog.uconn.edu/CHEM/#1127Q), [1128Q](https://catalog.uconn.edu/CHEM/#1128Q); or [CHEM 1137Q](https://catalog.uconn.edu/CHEM/#1137Q), [1138Q](https://catalog.uconn.edu/CHEM/#1138Q); or [CHEM 1147Q](https://catalog.uconn.edu/CHEM/#1147Q), [1148Q](https://catalog.uconn.edu/CHEM/#1148Q).
* Physics: [PHYS 1201Q](https://catalog.uconn.edu/PHYS/#1201Q), [1202Q](https://catalog.uconn.edu/PHYS/#1202Q); or [PHYS 1401Q](https://catalog.uconn.edu/PHYS/#1401Q), [1402Q](https://catalog.uconn.edu/PHYS/#1402Q); or [PHYS 1501Q](https://catalog.uconn.edu/PHYS/#1501Q), [1502Q](https://catalog.uconn.edu/PHYS/#1502Q); or [PHYS 1601Q](https://catalog.uconn.edu/PHYS/#1601Q), [1602Q](https://catalog.uconn.edu/PHYS/#1602Q).

One of these courses may be used to fulfill the CA 3 lab requirement of the University’s general education requirements. In addition, students must take one other CA 3 course from a different subject area, but it need not be a lab course.

B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses ([ECON 2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2212Q](https://catalog.uconn.edu/ECON/#2212Q)); a sequence in econometrics ([ECON 2311](https://catalog.uconn.edu/ECON/#2311) and [2312](https://catalog.uconn.edu/ECON/#2312)); and at least six credits from the following modeling and methods courses [ECON 2301](https://catalog.uconn.edu/ECON/#2301), [2326](https://catalog.uconn.edu/ECON/#2326), [2327](https://catalog.uconn.edu/ECON/#2327), [3208](https://catalog.uconn.edu/ECON/#3208), [3313](https://catalog.uconn.edu/ECON/#3313), [3315](https://catalog.uconn.edu/ECON/#3315), [4206](https://catalog.uconn.edu/ECON/#4206). Students may substitute equivalent graduate-level courses with consent of the advisor.  B.S. majors may fulfill the requirement for [ECON 2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2212Q](https://catalog.uconn.edu/ECON/#2212Q) by taking [ECON 2201](https://catalog.uconn.edu/ECON/#2201), [2202](https://catalog.uconn.edu/ECON/#2202), and [2301](https://catalog.uconn.edu/ECON/#2301), in which case [ECON 2301](https://catalog.uconn.edu/ECON/#2301) cannot be used to fulfill the requirement for six credits in modeling and methods courses. B.S. majors may not count [ECON 2481](https://catalog.uconn.edu/ECON/#2481) toward the major, nor may they count more than six credits in [ECON 2499](https://catalog.uconn.edu/ECON/#2499) and/or [3499](https://catalog.uconn.edu/ECON/#3499).

B.S. majors are also required to pass 12 credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count toward a minor in a field related to economics. For both the B.A. and B.S., the intermediate theory courses ([ECON 2201](https://catalog.uconn.edu/ECON/#2201) or [2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [ECON 2202](https://catalog.uconn.edu/ECON/#2202) or [2212Q](https://catalog.uconn.edu/ECON/#2212Q)) should be taken early in the student’s major program. The department has special requirements for economic majors in the University Honors Program.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking [ECON 2311](https://catalog.uconn.edu/ECON/#2311), [2312W](https://catalog.uconn.edu/ECON/#2312W), [2326](https://catalog.uconn.edu/ECON/#2326), or [2327](https://catalog.uconn.edu/ECON/#2327). Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics.

A minor in Economics is described in the “[Minors](https://catalog.uconn.edu/minors/economics/)” section.

# Proposed Catalog Description of Major

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.

Course work in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law. The economics B.S. is recommended for students interested in professions that call for quantitative skills. The B.S. is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

For an economics major that leads to a Bachelor of Arts degree, students must learn twenty-four credits in courses at the 2000 level or above, including two intermediate theory courses ([ECON 2201](https://catalog.uconn.edu/ECON/#2201) or [2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2202](https://catalog.uconn.edu/ECON/#2202) or [2212Q](https://catalog.uconn.edu/ECON/#2212Q)), plus at least nine credits in either quantitative skills courses ([ECON 2301](https://catalog.uconn.edu/ECON/#2301)–[2328](https://catalog.uconn.edu/ECON/#2328)) and/or ECON courses at the 3000 level or above. No more than six credits in [ECON 2499](https://catalog.uconn.edu/ECON/#2499) and/or [3499](https://catalog.uconn.edu/ECON/#3499) may be counted toward the required 24 credits in economics courses at the 2000 level or above. [ECON 2481](https://catalog.uconn.edu/ECON/#2481) does not count toward fulfilling the major requirements.

Economics B.A. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) and one of the following: [MATH 1071Q](https://catalog.uconn.edu/MATH/#1071Q), [1110Q](https://catalog.uconn.edu/MATH/#1110Q), [1126Q](https://catalog.uconn.edu/MATH/#1126Q), [1131Q](https://catalog.uconn.edu/MATH/#1131Q), [1151Q](https://catalog.uconn.edu/MATH/#1151Q) or [2141Q](https://catalog.uconn.edu/MATH/#2141Q). [MATH 1125Q](https://catalog.uconn.edu/MATH/#1125Q) or higher is recommended, and [STAT 1100Q](https://catalog.uconn.edu/STAT/#1100Q) is recommended over [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q). [ECON 2311](https://catalog.uconn.edu/ECON/#2311) is a recommended course for the B.A. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

For an economics major that leads to a Bachelor of Science degree, students must take [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (STAT 1100Q is recommended over STAT 1000Q) and one of the following MATH sequences: [MATH 1125Q](https://catalog.uconn.edu/MATH/#1125Q), [1126Q](https://catalog.uconn.edu/MATH/#1126Q), and [1132Q](https://catalog.uconn.edu/MATH/#1132Q); [MATH 1131Q](https://catalog.uconn.edu/MATH/#1131Q) (or [1151Q](https://catalog.uconn.edu/MATH/#1151Q)) and [1132Q](https://catalog.uconn.edu/MATH/#1132Q) (or [1152Q](https://catalog.uconn.edu/MATH/#1152Q)); or [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q). In addition, B.S. majors must also take one of the following: [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2210Q](https://catalog.uconn.edu/MATH/#2210Q) or [2410Q](https://catalog.uconn.edu/MATH/#2410Q) or [2420Q](https://catalog.uconn.edu/MATH/#2420Q). Students may substitute more advanced MATH and STAT courses with consent of the advisor.

B.S. students must take one of the following science sequences in Biology, Chemistry, or Physics:

* Biology: [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107) and either [BIOL 1108](https://catalog.uconn.edu/BIOL/#1108) or [1110](https://catalog.uconn.edu/BIOL/#1110).
* Chemistry: [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q), [1125Q](https://catalog.uconn.edu/CHEM/#1125Q), [1126Q](https://catalog.uconn.edu/CHEM/#1126Q); or [CHEM 1127Q](https://catalog.uconn.edu/CHEM/#1127Q), [1128Q](https://catalog.uconn.edu/CHEM/#1128Q); or [CHEM 1137Q](https://catalog.uconn.edu/CHEM/#1137Q), [1138Q](https://catalog.uconn.edu/CHEM/#1138Q); or [CHEM 1147Q](https://catalog.uconn.edu/CHEM/#1147Q), [1148Q](https://catalog.uconn.edu/CHEM/#1148Q).
* Physics: [PHYS 1201Q](https://catalog.uconn.edu/PHYS/#1201Q), [1202Q](https://catalog.uconn.edu/PHYS/#1202Q); or [PHYS 1401Q](https://catalog.uconn.edu/PHYS/#1401Q), [1402Q](https://catalog.uconn.edu/PHYS/#1402Q); or [PHYS 1501Q](https://catalog.uconn.edu/PHYS/#1501Q), [1502Q](https://catalog.uconn.edu/PHYS/#1502Q); or [PHYS 1601Q](https://catalog.uconn.edu/PHYS/#1601Q), [1602Q](https://catalog.uconn.edu/PHYS/#1602Q).

One of these courses may be used to fulfill the CA 3 lab requirement of the University’s general education requirements. In addition, students must take one other CA 3 course from a different subject area, but it need not be a lab course.

B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses ([ECON 2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2212Q](https://catalog.uconn.edu/ECON/#2212Q)); a sequence in econometrics ([ECON 2311](https://catalog.uconn.edu/ECON/#2311) and [2312](https://catalog.uconn.edu/ECON/#2312)); and at least six credits from the following modeling and methods courses [ECON 2301](https://catalog.uconn.edu/ECON/#2301), [2326](https://catalog.uconn.edu/ECON/#2326), [2327](https://catalog.uconn.edu/ECON/#2327), [3208](https://catalog.uconn.edu/ECON/#3208), [3313](https://catalog.uconn.edu/ECON/#3313), [3315](https://catalog.uconn.edu/ECON/#3315), [4206](https://catalog.uconn.edu/ECON/#4206), **4326**. Students may substitute equivalent graduate-level courses with consent of the advisor.  B.S. majors may fulfill the requirement for [ECON 2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [2212Q](https://catalog.uconn.edu/ECON/#2212Q) by taking [ECON 2201](https://catalog.uconn.edu/ECON/#2201), [2202](https://catalog.uconn.edu/ECON/#2202), and [2301](https://catalog.uconn.edu/ECON/#2301), in which case [ECON 2301](https://catalog.uconn.edu/ECON/#2301) cannot be used to fulfill the requirement for six credits in modeling and methods courses. B.S. majors may not count [ECON 2481](https://catalog.uconn.edu/ECON/#2481) toward the major, nor may they count more than six credits in [ECON 2499](https://catalog.uconn.edu/ECON/#2499) and/or [3499](https://catalog.uconn.edu/ECON/#3499).

B.S. majors are also required to pass 12 credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count toward a minor in a field related to economics. For both the B.A. and B.S., the intermediate theory courses ([ECON 2201](https://catalog.uconn.edu/ECON/#2201) or [2211Q](https://catalog.uconn.edu/ECON/#2211Q) and [ECON 2202](https://catalog.uconn.edu/ECON/#2202) or [2212Q](https://catalog.uconn.edu/ECON/#2212Q)) should be taken early in the student’s major program. The department has special requirements for economic majors in the University Honors Program.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking [ECON 2311](https://catalog.uconn.edu/ECON/#2311), [2312W](https://catalog.uconn.edu/ECON/#2312W), [2326](https://catalog.uconn.edu/ECON/#2326), or [2327](https://catalog.uconn.edu/ECON/#2327). Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics.

A minor in Economics is described in the “[Minors](https://catalog.uconn.edu/minors/economics/)” section.

# Justification

1. Reasons for changing the major: To add a newly created course as an option for the BS degree.

2. Effects on students: small but positive.

3. Effects on other departments: None

4. Effects on regional campuses: None

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

    Department Curriculum Committee: 9/6/19.

    Department Faculty: 9/6/19.

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

Richard N. Langlois

[richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu)

X63472

**2019-420 ECON Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: December 4, 2019

2. Department or Program: ECON

3. Title of Minor: Economics

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 20209

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

5. Nature of change:

# Existing Catalog Description of Minor

Students wishing to minor in Economics must complete five three-credit courses at the 2000 level and above, including ECON 2201 or 2211Q; ECON 2202 or 2212Q; and one course numbered 2301–2328 or at the 3000 level or above.

# Proposed Catalog Description of Minor

Students wishing to minor in Economics must complete 15 credits at the 2000 level and above, including ECON 2201 or 2211Q; ECON 2202 or 2212Q; and one course numbered 2301–2328 or at the 3000 level or above.

# Justification

1. Reasons for changing the minor: The requirements were formulated in terms of 3-credit courses, but we now have 4-credit and 1-credit courses, so it makes more sense to specify the requirements in terms of credits not number of courses.

2. Effects on students: small but positive.

3. Effects on other departments: None

4. Effects on regional campuses: None

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

    Department Curriculum Committee: December 4, 2019

    Department Faculty: December 4, 2019

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

Richard N. Langlois

richard.langlois@uconn.edu

X63472

**2019-421 EEB Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: November 14, 2019

2. Department or Program: Ecology and Evolutionary Biology

3. Title of Major: Ecology and Evolutionary Biology

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): spring 2020

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

5. Nature of change: add two course to list of courses that fulfil major requirements

# Existing Catalog Description of Major

**Requirements for the EEB Major (B.S. or B.A.)**

1. Both of the following **core courses**: [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244) and [EEB 2245/W](https://catalog.uconn.edu/EEB/#2245)
2. At least one of the following **animal diversity courses**: [EEB 2214](https://catalog.uconn.edu/EEB/#2214), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3269](https://catalog.uconn.edu/EEB/#3269), [3273](https://catalog.uconn.edu/EEB/#3273), [4200](https://catalog.uconn.edu/EEB/#4200), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275); or [4260](https://catalog.uconn.edu/EEB/#4260) if taken in combination with either [4261](https://catalog.uconn.edu/EEB/#4261) or [4262](https://catalog.uconn.edu/EEB/#4262).
3. At least one of the following **plant diversity courses**: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [3220/W](https://catalog.uconn.edu/EEB/#3220), [3240](https://catalog.uconn.edu/EEB/#3240), [3250](https://catalog.uconn.edu/EEB/#3250), [3271](https://catalog.uconn.edu/EEB/#3271), [4272](https://catalog.uconn.edu/EEB/#4272), [4276](https://catalog.uconn.edu/EEB/#4276).
4. A course in **physiology**: [EEB 2250](https://catalog.uconn.edu/EEB/#2250), [3360](https://catalog.uconn.edu/EEB/#3360), [4215](https://catalog.uconn.edu/EEB/#4215), [PNB 2250](https://catalog.uconn.edu/PNB/#2250), or [SPSS 4210](https://catalog.uconn.edu/SPSS/#4210).
5. At least two of the following courses with extensive laboratory or field work, which may include courses used to satisfy the animal or plant diversity requirement: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [3221](https://catalog.uconn.edu/EEB/#3221), [3230](https://catalog.uconn.edu/EEB/#3230), [3240](https://catalog.uconn.edu/EEB/#3240), [3247](https://catalog.uconn.edu/EEB/#3247), [3250](https://catalog.uconn.edu/EEB/#3250), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3267](https://catalog.uconn.edu/EEB/#3267), [3271](https://catalog.uconn.edu/EEB/#3271), [3273](https://catalog.uconn.edu/EEB/#3273), [4120](https://catalog.uconn.edu/EEB/#4120), [4200](https://catalog.uconn.edu/EEB/#4200), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4261](https://catalog.uconn.edu/EEB/#4261), [4262](https://catalog.uconn.edu/EEB/#4262), [4272](https://catalog.uconn.edu/EEB/#4272), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275), [4276](https://catalog.uconn.edu/EEB/#4276).
6. Students are encouraged to complete a course in statistics.
7. At least 24 credits of EEB courses at the 2000-level or above, which may include courses in I-V above. A maximum of 3 independent study credits from [EEB 3899](https://catalog.uconn.edu/EEB/#3899) may count toward the 24-credit requirement.
8. Related Course Requirements: At least 12 credits of 2000-level or above science courses outside EEB, which must include [MCB 2410](https://catalog.uconn.edu/MCB/#2410). One semester of organic chemistry is recommended.
9. To satisfy the Writing in the Major and Information Literacy competency requirements, all students must pass at least one of the following courses: [EEB 2244W](https://catalog.uconn.edu/EEB/#2244W), [2245W](https://catalog.uconn.edu/EEB/#2245W), [3220W](https://catalog.uconn.edu/EEB/#3220W), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4896W](https://catalog.uconn.edu/EEB/#4896W), 5335W

# Proposed Catalog Description of Major

### Requirements for the EEB Major (B.S. or B.A.)

1. Both of the following **core courses**: [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244) and [EEB 2245/W](https://catalog.uconn.edu/EEB/#2245)
2. At least one of the following **animal diversity courses**: [EEB 2214](https://catalog.uconn.edu/EEB/#2214), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3269](https://catalog.uconn.edu/EEB/#3269), [3273](https://catalog.uconn.edu/EEB/#3273), [4200](https://catalog.uconn.edu/EEB/#4200), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275); or [4260](https://catalog.uconn.edu/EEB/#4260) if taken in combination with either [4261](https://catalog.uconn.edu/EEB/#4261) or [4262](https://catalog.uconn.edu/EEB/#4262).
3. At least one of the following **plant diversity courses**: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [3220/W](https://catalog.uconn.edu/EEB/#3220), [3240](https://catalog.uconn.edu/EEB/#3240), [3250](https://catalog.uconn.edu/EEB/#3250), [3271](https://catalog.uconn.edu/EEB/#3271), [4272](https://catalog.uconn.edu/EEB/#4272), [4276](https://catalog.uconn.edu/EEB/#4276).
4. A course in **physiology**: [EEB 2250](https://catalog.uconn.edu/EEB/#2250), [3360](https://catalog.uconn.edu/EEB/#3360), [4215](https://catalog.uconn.edu/EEB/#4215), [PNB 2250](https://catalog.uconn.edu/PNB/#2250), or [SPSS 4210](https://catalog.uconn.edu/SPSS/#4210).
5. At least two of the following courses with extensive laboratory or field work, which may include courses used to satisfy the animal or plant diversity requirement: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [~~3221~~](https://catalog.uconn.edu/EEB/#3221)3220, [3230](https://catalog.uconn.edu/EEB/#3230), [3240](https://catalog.uconn.edu/EEB/#3240), [3247](https://catalog.uconn.edu/EEB/#3247), [3250](https://catalog.uconn.edu/EEB/#3250), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3267](https://catalog.uconn.edu/EEB/#3267), [3271](https://catalog.uconn.edu/EEB/#3271), [3273](https://catalog.uconn.edu/EEB/#3273), [4120](https://catalog.uconn.edu/EEB/#4120), [4200](https://catalog.uconn.edu/EEB/#4200), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4261](https://catalog.uconn.edu/EEB/#4261), [4262](https://catalog.uconn.edu/EEB/#4262), [4272](https://catalog.uconn.edu/EEB/#4272), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275), [4276](https://catalog.uconn.edu/EEB/#4276).
6. Students are encouraged to complete a course in statistics.
7. At least 24 credits of EEB courses at the 2000-level or above, which may include courses in I-V above. A maximum of 3 independent study credits from [EEB 3899](https://catalog.uconn.edu/EEB/#3899) may count toward the 24-credit requirement.
8. Related Course Requirements: At least 12 credits of 2000-level or above science courses outside EEB, which must include [MCB 2410](https://catalog.uconn.edu/MCB/#2410). One semester of organic chemistry is recommended.
9. To satisfy the Writing in the Major and Information Literacy competency requirements, all students must pass at least one W course in EEB. ~~of the following courses:~~ [~~EEB 2244W~~](https://catalog.uconn.edu/EEB/#2244W)~~,~~ [~~2245W~~](https://catalog.uconn.edu/EEB/#2245W)~~,~~ [~~3220W~~](https://catalog.uconn.edu/EEB/#3220W)~~,~~ [~~4230W~~](https://catalog.uconn.edu/EEB/#4230W)~~,~~ [~~4896W~~](https://catalog.uconn.edu/EEB/#4896W)~~, 5335W~~

# Justification

1. Reasons for changing the major: For section V. EEB 3221 is no longer taught. Instead, EEB 3220 now includes extensive laboratory experience and meets the requirements described in this section. For section IX, EEB recently added EEB3244W, which fulfils the requirements described in this section. EEB plans to add additional W courses, and this change will include these additional coursses rather than modify the major as each course is added.

2. Effects on students: creates more options to satisfy major

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: November 15, 2019

    Department Faculty: November 15, 2019

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

Pamela Diggle

pamela.diggle@uconn.edu

6-4788

**2019-422 GEOG 5510 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14251 |
| **Request Proposer** | Atkinson-Palombo |
| **Course Title** | Application Issues in Geographic Information Systems |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Application Issues in Geographic Information Systems |
| **Course Number** | 5510 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Just updating the description of the course to reflect what is currently taught. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Carol Atkinson-Palombo |
| **Initiator Department** | Geography |
| **Initiator NetId** | caa07006 |
| **Initiator Email** | [carol.atkinson-palombo@uconn.edu](mailto:carol.atkinson-palombo@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 Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Online lectures and labs. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | GEOG5500 |
| **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 |

|  |  |
| --- | --- |
| **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** | Limited resources. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GEOG 5510. Application Issues in Geographic Information Systems Three credits. Recommended preparation: GEOG 5500. Operational and management issues in geographic information systems (GIS). Implementation of traditional planning and management theories and techniques in GISs. Topics include problems of data exchange standards, implementation of GIS in an institutional setting including benchmarking a GIs, applications of GIS in various fields, social impacts and legal aspects of GIS. Practical work includes analytical exercises using GIS culminating in an application project. |
| **Provide proposed title and complete course catalog copy** | GEOG 5510. Application Issues in Geographic Information Systems Three credits. Recommended preparation: GEOG 5500. A course covering the application of geographic information systems (GIS). Emphasis will be placed on understanding GIS through actual use of software. Students will study principal functional components of GIS including: general GIS design and management theory, spatial and attribute data automation, database design, database management, spatial analysis, cartographic production, and application design and implementation. The course includes a final project component, where students investigate a GIS application in depth. |
| **Reason for the course action** | To more accurately reflect the current content of the course. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Upon successful completion of this course, students will be able to: • Define GIS. • Illustrate GIS concepts: o Representation of the world as a map o Usage of the coordinate systems. o Modeling feature behaviors. o Map scale. o Analyzing data quality issues. • Demonstrate the use of ArcGIS: o Store data in ArcGIS. o Use ArcCatalog. o Use ArcMap. o Create layers and layer properties. Students will study the principal functional components of GIS including: • General GIS design and management theory. • Spatial and attribute data creation. • Database design. • Database management. • Spatial analysis. • Cartographic production. • Application design and implementation |
| **Describe course assessments** | 12 lab assignments worth 33% of the final grade 1 class project worth 33% of the final grade 1 final exam worth 34% of the final grade |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GEOG5510.201809\_Fall2018.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F165306&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8d1ea6f5b89b4aa3a27908d76940b180%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637093598883856603&sdata=4xUKpRbhSMNjzngxASVw0J5OW2UmFbPbnKshihsir2U%3D&reserved=0) | GEOG5510.201809\_Fall2018.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Carol Atkinson-Palombo | 11/13/2019 - 13:58 | Submit |  | Approved by Department C&C: 10/23/19 Approved by Department: 11/6/19 | | Geography | Carol Atkinson-Palombo | 11/13/2019 - 14:46 | Approve | 10/23/2019 | Department approved on 11/6/19 | |

**2019-423 HDFS 2142E Add Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14311 |
| **Request Proposer** | Bladen |
| **Course Title** | Exploring Conservation and Sustainability with Preschoolers |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Human Development and Family Studies > 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 Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Exploring Conservation and Sustainability with Preschoolers |
| **Course Number** | 2142 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Anne Bladen |
| **Initiator Department** | Human Development Child Labs |
| **Initiator NetId** | anb02005 |
| **Initiator Email** | [anne.bladen@uconn.edu](mailto:anne.bladen@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 Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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 Competency** |  |
| **Environmental Literacy** | Yes |
| **Scheduling Components** | Lecture,Practicum |
| **Enrollment Component** | Lecture |
| **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** | Lecture, discussion, 3 hour lab |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | HDFS 1070 |
| **Is Consent Required?** | Instructor 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 |

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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** | Requires 3 hour lab practicum in a model preschool program |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HDFS 2142E. Exploring Conservation and Sustainability with Preschoolers 3 credits. Recommended Preparation: HDFS 1070. Instructor consent required. Introduction to the broad fields of sustainability and conservation through place-based learning experiences. Explores the importance of environmental stewardship by actively engaging with preschool children in project-based learning related to conservation and sustainability throughout the semester. (CA2) |
| **Reason for the course action** | This course was developed in order to create an additional course offering to meet the Environmental Literacy requirement. This course offers a hands-on experience related to the environment and interacting with young children. |
| **Specify effect on other departments and overlap with existing courses** | There is no overlap or effect on other departments |
| **Please provide a brief description of course goals and learning objectives** | Course objectives By the end of the semester, students should be able to: 1. Demonstrate the ability to understand, articulate and make decisions related to the interactions between people and the natural world 3. Explain what conservation and sustainability are and why they are important. 2. Identify and discuss sustainability practices at the UConn (Storrs) campus 3. Demonstrate understanding about the importance of teaching the concepts of conservation and sustainability to young children 4. Apply concepts of developmentally appropriately practice and environmental stewardship in the creation of place-based, project-based learning experience. 5. Raise awareness of environmental stewardship in the larger Child Labs and UConn communities |
| **Describe course assessments** | Course assessment includes weekly course readings related to conservation and sustainability AND early childhood. Weekly readings integrate environmental topics with child development. Students will have weekly writing assignments that include reflective journals addressing particular environmental issues and their experience working with the preschoolers, writing a proposal for a project to be implemented with the children on conservation and sustainability, developing a learning documentation board and presenting outcomes of the final project to families and staff at the UConn Child Labs. |
| **General Education Goals** | The proposed course meets overall goals of general education in the following ways: --become articulate; students will be interacting with children, professional teachers and families. They will be presenting a documentation panel and explaining the learning that occurred for themselves and the children. --acquire intellectual breadth and versatility: students will be learning about environmental issues as well as child development. acquire critical judgment; students will actively reflect on research and develop proposals that must be supported through critical examination of research. --acquire moral sensitivity--this course will actively engage students in thinking about (and then acting on) environmental stewardship and individual responsibility for the earth. --acquire awareness of their era and society--students will examine current issues related to conservation and sustainability and how individual choices can impact our current society as well as many years down the road. --acquire a working understanding of the processes by which they can continue to acquire and use knowledge--students will be engaged in researching current issues related to conservation and sustainability and then applying that information to a specific project. |
| **Content Area: Social Sciences** | The proposed course meets required criteria in the following ways: 1. Introduce students to theories and concepts of the social sciences--review of research related to child development and children's interactions with nature 2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face; discussion and exploration of environmental problems, ethical responsibilities related to working with young children. Developing concrete steps to address issues related to conservation, sustainability and developmentally appropriate practice. 3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment; this is met throughout the entire course as issues related to conservation and sustainability are explored. Final project focuses on how individuals and groups can make positive environmental change. 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 that might be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction.--students will be actively engaged in working with young children and their families around environmental issues. Readings and assignments include connections to individual responsibility as well as in the context of family and community. Social issues are related to conservation and sustainability. |
| **Environmental Literacy** | Throughout the semester, students will explore theories, observations and models related to how humans impact the health and well-being of the natural world. Students will explore theories of conservation and sustainability with a focus on environmental stewardship. Students will also engage in nature immersion experiences throughout the semester and reflect on the experiences especially in terms of how the natural world impacts human health and well-being (discussion and readings on nature-deficit, biophilia and place-based education). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [It's Never too Early- Exploring Conservation and Sustainability with Preschoolers.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F166406&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd1edb3dd679e4c068b5208d779ec90da%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637111929259952900&sdata=q7A1zujZaohSSgdGS3RSbNMB1CoffNXnuqNWDy%2FK6F0%3D&reserved=0) | It's Never too Early- Exploring Conservation and Sustainability with Preschoolers.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Anne Bladen | 11/18/2019 - 11:22 | Submit |  | None | | Human Development and Family Studies | Kari L Adamsons | 12/04/2019 - 09:44 | Approve | 12/4/2019 | Approved by Dept on 11/13/19 | |

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| *STORRS* | *Human Development and Family Sciences*  *HDFS ???* | ***Fall***  ***2020*** |

It’s Never Too Early:

Exploring Conservation and Sustainability with Preschoolers

Credits: 3

Prerequisites: none

Instructor: Anne Bladen, MA

E-mail: [Anne.Bladen@uconn.edu](mailto:Anne.Bladen@uconn.edu)

Phone: 860-486-4490

Office Hours: By appointment

There are no required texts. Course readings and media are available within HuskyCT, through either an Internet link or Library Resources*.*

*“If we want children to flourish, to become truly empowered, then let us allow them to love the earth before we ask them to save it.”—*David Sobel (1998)

**Course description**

What do we mean when we talk sustainability and conservation? Why should we care? When and how should these concepts be introduced to children? What’s the best way for children to learn? This course provides students with an introduction to the broad fields of sustainability and conservation through place-based learning experiences on the Storrs campus. The importance of environmental stewardship will be explored as students actively engage with preschool children in project-based learning related to conservation and sustainability throughout the semester.

**Course objectives**

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

1. Demonstrate the ability to understand, articulate and make decisions related to the interactions between people and the natural world

3. Explain what conservation and sustainability are and why they are important.

2. Identify and discuss sustainability practices at the UConn (Storrs) campus

3. Demonstrate understanding about the importance of teaching the concepts of conservation and sustainability to young children

4. Apply concepts of developmentally appropriately practice and environmental stewardship in the creation of place-based, project-based learning experience.

5. Raise awareness of environmental stewardship in the larger Child Labs and UConn communities

**Class Format**

This course meets weekly and has an additional weekly three hour placement in a preschool classroom at the Child Development Labs

**COURSE FORMAT**:

**Seminar time** will be spent primarily in small group discussion, experiences and project work. The assignments for the course will focus on integrating the readings and class discussions with experiences in the Child Labs preschool classroom.

1. Prompt and regular attendance at weekly seminar
2. Completing all assigned readings and contribute to class discussions.
3. Completing and handing in assignments on time.
4. Taking responsibility for obtaining handouts, assignments, information that you miss if absent.
5. Seeking clarification from seminar instructor when unsure about assignments or responsibilities.

**Application of learning to Preschool placement**: Students will have a weekly three hour placement in one of the preschool classrooms at the UConn Child Development Labs. In the early weeks of the semester, students will focus on getting to know the children and teachers. Students will learn about developmentally appropriate nature and environmental curricula. Students will work collaboratively with CDL teachers and preschool children to develop a project about conservation and sustainability.

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| **Course Components** | **Weight** |
| Group Discussion and Participation | 20% |
| Environmental Reflection Journal | 20% |
| Participation in preschool placement | 15% |
| UConn/Mansfield Conservation and Sustainability | 15% |
| Collaborative Project | 30% |

**Group Discussion and Participation 20%** . Participation grade will be assessed on the quality and frequency of your contribution to in-class discussion. This, in turn, relies on the careful reading of assigned materials ahead of class meetings.

**Environmental Reflection Journal: 20%** Students will respond to “Critical Question” prompts in an on-line journal submitted only to the instructor. Over the course of the semester, students may be asked to submit written reflections, photographs, document evidence of research and other forms of response. Further details will be explained at seminar.

**Participation in preschool placement: 15%** Students will actively engage with children and complete required trainings. Further details will be explained at seminar.

**UConn/Mansfield Conservation and Sustainability: 15%** Over the course of the semester, students will research different conservation and sustainability initiatives occurring at UConn and the town of Mansfield. Further details will be explained at seminar.

**Collaborative Project: 30%.** Students will work in small groups to research, write and present proposals and implement a developmentally appropriate project related to conservation and sustainability. Preschool children and Child Labs teachers will work collaboratively on this project. Further details will be explained at seminar.

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Letter Grade** | **GPA** |
| 93-100 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |

**Classroom Learning Communities**: This course will contribute to building a classroom learning community. Within OUR time together, we support a safe and respectful learning environment that will contribute to your overall success as a student. It is possible that you’ve experienced some of your time at UCONN or other institutions mostly in isolation – learning about topics/content from a professor, sitting alongside your peers but having your learning disconnected from others. Recent research has changed the way we should view your experience in college, creating “learning communities [that] seek to restructure the very classrooms in which students find themselves and alter the way students experience both the curriculum and learning within those classrooms.” (*Learning Better Together, Tinto*). Students are expected to conduct themselves in accordance with UConn’s [Student Conduct Code](http://www.community.uconn.edu/the-student-code).

Throughout the semester, students are encouraged and expected to participate in class discussions. These discussions can often be reflective and may lead to sharing personal experiences, insightful questions and opportunities for shared opinions. I encourage you to share and bring your own experience to the classroom in the way you feel most comfortable and to begin to stretch your experience beyond your comfort zone where you will learn best. Please be respectful of one another during these class discussions. As we begin to get to know one another over the semester consider the following aspects of being an active listener:

•  Pay attention and show that you’re listening – avoid side conversations and interruptions while a student is sharing.

•  Avoid judgment – we all have different life experiences and some may seem different than you are used to but avoid judging someone else’s experience.

•  Respond appropriately – give encouragement or share feedback when appropriate. Ask respectful questions to students when you are unsure or need more information.

We are all part of the same group while we are in class together. That does not mean that you will get along with everyone or share the same beliefs but we must demonstrate a sense of respect for one another. This includes being considerate of your peers and me while you’re in class. I ask that you devote your time to being present in class – avoid using electronic devices, working on other class assignments, engaging in activities or discussions not relevant to class. page3image2954816page3image2941152

**University Writing Center:**

All UConn students are invited to visit the University Writing Center for individualized tutorials. The

Writing Center staff includes talented and welcoming graduate and undergraduate students from

across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student’s revisions, so they frequently provide a sounding board for a writer’s ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to <https://writingcenter.uconn.edu>

**In-Class Electronics Policy**:

Please be respectful of your learning and your fellow classmates and refrain from cellphone/smartphone/tablet use during class. Please turn off all cellphones/smartphones during class time. Cellphones/smartphones should be left in personal bag during class time. I will give a reminder at the start of seminar to let you know it is time to begin. In the case of a unique situation (i.e. emergency or critical call) please inform instructor prior to class starting. When these electronics are in use, students are multitasking and robbing themselves of learning the information being discussed in class. All cellphones must be left in personal bags during scheduled hours at the Child Labs and should not be used at all in your placement classroom.

**QUESTIONS OR PROBLEMS**

If at any time you are not clear on material we have covered in class, material in the readings, or assignments, please see me, or send e-mail immediately. It is much more productive to deal with questions before an assignment or observation is due, rather than after. Also, if at any time you are having other difficulties with the course or difficulties outside of the course that are interfering with your performance in the course, please come to see me as soon as possible. Many problems can be successfully resolved if they are dealt with in a timely manner

**STUDENTS WITH DISABILITIES:**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible.  If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020, or <http://csd.uconn.edu/>*.*

**ACADEMIC MISCONDUCT:**

Academic misconduct in any form is in violation of the University of Connecticut *Student Code* and will not be tolerated. This includes, but is not limited to,: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. Please see the Student Code at <https://community.uconn.edu/academic-misconduct/> for more details and a full explanation of the Academic Misconduct policies.

**POLICY AGAINST DISCRIMINATION, HARASSMENT AND RELATED INTERPERSONAL VIOLENCE**

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 amorous 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 amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity (OIE). 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. An exception to this reporting exists if students disclose information as a part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all Employees are encouraged to contact OIE if they become aware of information that suggests a safety risk to the University community or any member thereof. The University takes all reports with the utmost seriousness.   More information, including resources and reporting options, is available at [equity.uconn.edu](https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fequity.uconn.edu%2F&data=02%7C01%7Ccetl%40uconn.edu%7C3b3fcd3cb7d846bbd2df08d741b57928%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637050119980719388&sdata=gQ3jSoGFKE%2FG0yNtjngAt9FYpt2oyTQBBg5Mx8vLtJs%3D&reserved=0) and [titleix.uconn.edu](https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Ftitleix.uconn.edu%2F&data=02%7C01%7Ccetl%40uconn.edu%7C3b3fcd3cb7d846bbd2df08d741b57928%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637050119980719388&sdata=2%2BhOjUTVYfUdaN%2FrOtsF3n66wi6ZjzLgk43gX3HJK80%3D&reserved=0).

Information on additional policies may be found at: <http://provost.uconn.edu/syllabi-references/> will take you directly to the webpage regarding these UConn policies:

**Fall 2020 Human Development and Family Sciences (course number)**

**It’s Never Too Early:**

**Exploring Conservation and Sustainability with Preschoolers**

**Readings and Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Assignment | To prepare for THIS week’s class you need to: |
| 1  8/31/20 | Introduction to Course  Complete forms/trainings, meet classroom teachers and children |  | Bring required forms |
| 2  9/7/20 | What ARE sustainability and conservation?  Defining the terms | Environmental Reflection Journal Entry 1 | **READ**:  **Johnson, K. (2014)**. *Creative Connecting: Early Childhood Nature Journaling Sparks Wonder and Develops Ecological Literacy*  *Conservation: History and Future*  <https://www.environmentalscience.org/conservation>  **Wilson, R** (2019) *What is Nature?*  **WATCH**: Emma Marris TED talk  https://www.ted.com/talks/emma\_marris\_nature\_is\_everywhere\_we\_just\_need\_to\_learn\_to\_see\_it |
| 3  9/14/20 | Developing an Ecological Identity: What is your relationship with nature? | Environmental Reflection Journal Reflection 2 Read Article (s) | **READ:**  **Louv, R**. (2007, March/April). *Leave No child inside*  **Chawla, L**. *Growing Up Green: Becoming an Agent of Care for the Natural World*  **Sittie***, (2016, March/April): How Nature Can Make You Kinder, Happier and More Creative* |
| 4  9/21/20 | How We Impact the Natural World and How It Impacts Us | Environmental Reflection Journal Entry 3  Nature Immersion Experience 1 | **READ**:  **Audubon Society***Tools of Engagement: A Toolkit for Engaging People in Conservation, Sections A,B*  **Walker, T***. Kindergarten, Naturally*  <https://www.theatlantic.com/education/archive/2016/09/kindergarten-naturally/500138/>  **WATCH and Complete**: Making the Case for Affirming Children’s Voices in Early Childhood Nature-Based Initiatives:<https://naturalstart.org/bright-ideas/webinar-making-case-affirming-childrens-voices-early-childhood-nature-based-initiatives> |
| 5  9/28/20 | Placed-Based Learning and  Developmentally Appropriate Practice | Environmental Reflection Journal Entry 4 | **READ:**  *The Benefits of Place-Based Education*  [*https://promiseofplace.org/what-is-pbe/principles-of-place-based-education*](https://promiseofplace.org/what-is-pbe/principles-of-place-based-education)  **McClain, C***.* ***(2016).*** *Outdoor Explorations with Preschoolers*  [*https://naturalstart.org/sites/default/files/journal/8.\_final\_mcclain.pdf*](https://naturalstart.org/sites/default/files/journal/8._final_mcclain.pdf)  **Barrable, A. (2019).** *Refocusing Environmental Education in the Early Years: A Brief Introduction to a Pedagogy for Connection.*  **Johnson, K**. (2014). Creative Connecting: Early Childhood Nature Journaling Sparks Wonder and Develops Ecological Literacy. |
| 6  10/5/20 | Conservation and Sustainability Project:  -Where do we start?  -Overview of Action Plan | Environmental Reflection Journal Entry 5 | **READ**:  NAAEE: *Guidelines for Excellence* Pages 1-28  **Audubon Society***Tools of Engagement: A Toolkit for Engaging People in Conservation Tools of Engagement,Section C,D*  ***Kos, M., Jerman, J., Anžlovar, U., & Torkar, G. (2016).*** *Preschool Children’s Understanding of Pro-Environmental Behaviours: Is It Too Hard for Them? International Journal of Environmental and Science Education, 11(12), 5554–5571.* |
| 7  10/12/20 | Conservation and Sustainability Project  --Review of Plans  Classroom groups decide on 2 or 3 topics to propose | Environmental Reflection Journal Entry 6  Completed Action Plan | **READ:**  Audubon Society *Tools of Engagement: A Toolkit for Engaging People in Conservation, Sections E,F*  **Larimore, R. (2016).** *Defining Nature-Based Preschools*  **Madden, L & Liang, J. (2017)** *Young children’s ideas about environment: perspectives from three early childhood educational settings* |
| 8  10/19/20 | Present Proposals to classroom teachers | Meet with teachers |  |
| 9  10/26/20 | Project groups:  Developing Community Resources: What’s available? Who is available? What will it look like? | Environmental Reflection Journal Entry 7  Nature Immersion Experience 2 | **READ**:  *A Guide to Choosing and Using the Best Books for Children*  <https://www.nsta.org/publications/ostb/guidetochoosingkidsbooks.aspx>  **READ:** <https://www.redleafpress.org/assets/clientdocs/webcomponents/Guidelines-for-Creating-Documentation-Panels.pdf> |
| 10  11/2/20 | Project Work:  Sharing Resources, Finding Books | Environmental Reflection Journal Entry 8 | **READ:**  **Cooper**, A. (2015). *Nature and the Outdoor Learning Environment: The Forgotten Resource in Early Childhood Education*  **Johnson, K**. (2014). Creative Connecting: Early Childhood Nature Journaling Sparks Wonder and Develops Ecological Literacy. |
| 11  11/9/20 | Project Work:  Documentation of learning; What are the Children Saying? | Environmental Reflection Journal Entry 9  AND  Book Project | **READ:**  **Berto, R., Barbiero, G., Barbiero, P., & Senes, G**. (2018). *An Individual’s Connection to Nature Can Affect Perceived Restorativeness of Natural Environments. Some Observations about Biophilia*.  **P Damerell *et al* 2013** *Environ. Res. Lett.* **8**  *Child-orientated environmental education influences adult knowledge and household behaviour* |
| 12  11/16/20 | Project Work: Extensions in the Classroom and home | Environmental Reflection Journal Entry 10  AND Group Documentation Panels | **WATCH:**  <https://www.pbs.org/video/best-day-ever-forest-kindergartens-in-vermont-tgjldc/> |
| 13  THANKSGIVING BREAK: NO CLASS | | | |
| 14  11/30/20 | Sharing Project with CDL families and the community | Environmental Reflection Journal Entry 11  Nature Immersion Experience 3 |  |
| 15  12/7/20 | Final Thoughts | Environmental Reflection Journal Entry 12 |  |

**2019-424 MCB 3620 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14193 |
| **Request Proposer** | Hird |
| **Course Title** | Host Associated Microbiomes |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > 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 Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Host Associated Microbiomes |
| **Course Number** | 3620 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Hird |
| **Proposer First Name** | Sarah |
| **Select a Person** | smh15104 |
| **Proposer NetId** | smh15104 |
| **Proposer Phone** | +1 860 486 6299 |
| **Proposer Email** | [sarah.hird@uconn.edu](mailto:sarah.hird@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **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** | MCB 2610 or MCB 2612 |
| **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 |

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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** | specialized knowledge of instructors/researchers |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 3620 Host-Associated Microbiomes Three credits. Prerequisite: MCB 2610 or MCB 2612 Current research on microbial communities associated with living hosts, with a focus on evolution, ecology, immunology and human health. |
| **Reason for the course action** | This course has been taught 3 times as Special Topics and is now being converted to a permanent course number. The course expands MCB offerings in the genomics of microorganisms. |
| **Specify effect on other departments and overlap with existing courses** | To the instructors’ knowledge, no upper level microbiology course focused on animal microbiomes exists at UConn. Our colleague Dr. Nyholm offers MCB 3841W, a writing course, which covers a broad overview of related topics in symbiosis. However, MCB 3841W does not go into the level of depth on animal/plant microbiomes that will be covered in this course, particularly human microbiomes and their roles in host health and behavior. The introductory microbiology course (or equivalent) is required to understand the baseline discussion about microbiomes, which contain microorganisms. We know of no other courses like this in other departments |
| **Please provide a brief description of course goals and learning objectives** | This course will provide an in-depth study of the role of microbiomes in animal/human biology. Interest in the microbiome has grown rapidly in recent years and the ubiquity and importance of these communities is well known. The relationship between a host and its microbiome is a fundamental biological interaction that students will benefit from studying. In addition to some applied aspects of host-associated microbiomes, there are basic research questions and many possible avenues for novel research to explore. |
| **Describe course assessments** | Students read primary literature and have a discussion about it nearly every class. There is one in-class midterm and one in-class final. There are two written assignments based on a research paper of their choice and one written, semester-long research paper and presentation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Hird mcb3620 syllabus2019docx.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F166607&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7d918df0c22f419f518608d776858cf2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637108188276081131&sdata=Iuf7mj3fL1ZwDgRVELLnxXI9CPwGCAc9nalp%2BvK2g%2BY%3D&reserved=0) | Hird mcb3620 syllabus2019docx.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 11/08/2019 - 15:47 | Submit |  | approved by MCB C&C 11-1-19 approved by MCB faculty 11-3-19 | | Molecular and Cell Biology | David A Knecht | 11/21/2019 - 16:49 | Approve | 11/3/2019 | approved by MCB 11/3/19 | |

**Host-associated Microbiomes**

(MCB 3895/5896)

Time: T/R 12:30pm – 1:45pm Location: Koons Hall 202

Dr. Nichole Broderick - nichole.broderick@uconn.edu

Office hours: BPB304; Wednesdays 11:00am – 12:00pm

Dr. Sarah Hird - sarah.hird@uconn.edu

Office hours: TLS409, Mondays 2:00 - 3:00pm

*Office hours are a time when your instructors are always in their offices and available to meet with you. Ask questions. Clarify confusion. Please use this time! We can also meet by appointment - email in advance to set up a time.*

**Course Description**

Interest in the microbiome has grown rapidly in recent years and the ubiquity and importance of these communities is well known. The relationships between a host and its microbiome is a fundamental biological interaction that students will benefit from studying. In addition to some applied aspects of host-associated microbiomes, there are basic research questions and many possible avenues for novel research to explore.

**Textbook**

No textbook will be assigned for this class. Readings will be assigned from primary literature and will be available on HuskyCT.

**Course Objectives**

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

1. Read, interpret and discuss scientific literature on host-associated microbiomes
2. Understand the (known) forces shaping host-associated microbiomes
3. Understand the (known) interactions between a host and its microbiome
4. Discuss the future of microbiome research and large research questions in host-associated microbiomes

**Course Schedule**

DAY/DATE TOPIC READING (for discussion)

1 (22-Jan) What is the microbiome? Introduction

2 (24-Jan) History + methods McFall-Ngai et al. 2013

3 (29-Jan) How do we study the microbiome Fritz et al. 2013

4 (31-Jan) How do we study the microbiome Goodrich et al. 2014

5 (5-Feb) Who's there, evolution review Ley et al. 2006 CELL

6 (7-Feb) Methods Mark Welch et al. 2016

7 (12-Feb) Microbial ecology and diversity Yatsunenko et al. 2012

8 (14-Feb) Symbiosis Brooks et al. 2016

9 (19-Feb) Community ecology Coyte et al. 2015

10 (21-Feb) Mechanisms Rawls et al. 2006.

11 (26-Feb) Class project overview, test review Koskella et al. 2017

12 (28-Feb) Midterm

13 (5-Mar) Host development and immune system maturation Sommer and Backhed 2013

14 (7-Mar) Host development and immune system maturation Vaishnava et al. 2011

15 (12-Mar) Dysbiosis and disease Round and Mazmanian 2009

16 (14-Mar) Dysbiosis and disease 2 Ley et al. 2006; Turnbaugh et al. 2006

(19-Mar) Spring Break

(21-Mar) Spring Break

17 (26-Mar) Dysbiosis and disease 3 Zackular et al. 2013

18 (28-Mar) External forces Hartmann et al. 2016

19 (2-Apr) Antibiotic resistance Lax et al. 2017

20 (4-Apr) "Overselling the microbiome" Waldor et al. 2015

21 (9-Mar) Behavior, Brain-Gut axis Cryan and Dinan 2012

22 (11-Apr) Behavior, Brain-Gut axis Hsiao et al. 2013

23 (16-Apr) Emerging themes Sonnenberg et al. 2016

24 (18-Apr) Emerging themes Greenblum et al. 2015

25 (23-Apr) Future of microbiome research Bouslimani et al. 2015; Stulberg et al. 2016

26 (25-Apr) Student highlighted papers

27 (30-Apr) Student presentations

28 (2-May) Student presentations

**Evaluation –** Grades will not be curved and will be assigned on how many of the assigned points you have earned over the course of the semester. **NOTE: You are responsible for all of the above due dates.**

20% - Midterm, SCHEDULED **28-Feb**

20% - Final Exam

5% - Project idea, DUE **14-Mar**

15% - Student Presentation, SCHEDULED **30-Apr & 2-May**

10% - Written Assignment 1, DUE **19-Feb**

10% - Written Assignment 2, DUE **28-Mar**

10% - Daily paper summaries, DUE every class before lecture

10% - Participation

**Written Assignments** – 2 page paper (single spaced, 12pt font) summary of a paper of your choosing. Should include at least 4 additional citations (8 for grad students) and a summary or informative figure that you have made. Include discussion on significance: why is the paper important, why did the authors write the paper? Your papers should also incorporate themes we’ve discussed in class. Include future directions the research could take. Papers will be submitted online to both instructor email addresses: nichole.broderick@uconn.edu AND sarah.hird@uconn.edu. Late penalty = 10% the first day; 5% every day thereafter.

**Daily paper summary** – *Before each class,* email both instructors (or bring a hard copy to class that includes) these two pieces of information:

* 1-2 sentence summary of the paper.
* 1 question you have after finishing the paper. (e.g., Was there something you didn't understand? A method or term you're unfamiliar with? Unclear on the motivation for the research?)

These are meant to encourage you to think critically about the papers as you read them and you may be called on to read them/ask them to the class or small group. You do not have to understand everything in a paper the first time you read it to be successful in this class! Identifying questions is a critical piece of science.

**Student presentations** – 8-minute presentation on a host-associated microbiome topic of your choice. You will be graded on both content and presentation effectiveness/clarity; PowerPoint or a similar program are suggested. Must include citations to primary literature. Must provide a digital copy (as pdf or pptx) to the instructors on the day of the presentation. A short description of what you’ll be presenting (idea/outline) is due no later than **March 14**. We will give some feedback on your idea and you are welcome to discuss them with us before the outline is due.

**Student Highlighted Papers (EXTRA CREDIT)** – Over the course of the semester, you may email us *up to two* papers (or popular science articles/videos) that you have come across on host-associated microbiomes that were notable to you (well written, exciting, poorly supported/exaggerated, etc). Include a short description about why you’ve selected that paper. At the end of the semester, we’ll discuss some of the papers in lecture.

**Structure of class** – Students are expected to have thoroughly read the assigned articles prior to class. During each class period, we will have a discussion about the papers where *everyone should expect to contribute*. We’ll also have a lecture about more detailed background information and other research findings in microbiome research. Assignments are due prior to the beginning of class.

**Academic Honesty Statement** – Written and presented work will be checked for plagiarism. Identified cases of academic dishonesty will receive a zero on the assignment or test and student will be referred to the Dean’s office for appropriate disciplinary action.

**Grading Scale**

>94% = A

89.9 – 94% = A-

86 – 89.9% = B+

83 - 86% = B

79.9 – 83% = B-

76 – 79.9% = C+

73-76% = C

69.9 – 73% = C-

66 – 69.9% = D+

63 - 66% = D

59.9 – 63% = D-

<59.9% = F

**Additional Resources –** Microbiome related websites and resources that may be helpful for finding papers for your assignments and presentation.

Microbiome Digest: https://microbiomedigest.com ; @MicrobiomDigest

MicroBEnet: http://www.microbe.net ; @microBEnet

@symbiosispapers @phylogenomics @ASMicrobiology

Science writer, Ed Yong - https://www.theatlantic.com/author/ed-yong/ : @edyong209

**Full Citations for Required Reading**

Bäckhed, Fredrik, Josefine Roswall, Yangqing Peng, Qiang Feng, Huijue Jia, Petia Kovatcheva-Datchary, Yin Li, et al. 2015. “Dynamics and Stabilization of the Human Gut Microbiome during the First Year of Life.” Cell Host & Microbe 17 (5): 690–703.

Bouslimani, Amina, Carla Porto, Christopher M. Rath, Mingxun Wang, Yurong Guo, Antonio Gonzalez, Donna Berg-Lyon, et al. 2015. “Molecular Cartography of the Human Skin Surface in 3D.” Proceedings of the National Academy of Sciences of the United States of America 112 (17): E2120–29.

Brooks, Andrew W., Kevin D. Kohl, Robert M. Brucker, Edward J. van Opstal, and Seth R. Bordenstein. 2016. “Phylosymbiosis: Relationships and Functional Effects of Microbial Communities across Host Evolutionary History.” PLoS Biology 14 (11): e2000225.

Cryan, John F., and Timothy G. Dinan. 2012. “Mind-Altering Microorganisms: The Impact of the Gut Microbiota on Brain and Behaviour.” Nature Reviews. Neuroscience 13 (10): 701–12.

Fritz, Joëlle V., Mahesh S. Desai, Pranjul Shah, Jochen G. Schneider, and Paul Wilmes. 2013. “From Meta-Omics to Causality: Experimental Models for Human Microbiome Research.” Microbiome 1 (1): 14.

Goodrich, Julia K., Sara C. Di Rienzi, Angela C. Poole, Omry Koren, William A. Walters, J. Gregory Caporaso, Rob Knight, and Ruth E. Ley. 2014. “Conducting a Microbiome Study.” Cell 158 (2): 250–62.

Greenblum, Sharon, Rogan Carr, and Elhanan Borenstein. 2015. “Extensive Strain-Level Copy-Number Variation across Human Gut Microbiome Species.” Cell, January. Elsevier Inc., 1–13.

Hsiao, Elaine Y., Sara W. McBride, Sophia Hsien, Gil Sharon, Embriette R. Hyde, Tyler McCue, Julian A. Codelli, et al. 2013. “Microbiota Modulate Behavioral and Physiological Abnormalities Associated with Neurodevelopmental Disorders.” Cell 155 (7): 1451–63.

Ley, Ruth E., Daniel A. Peterson, and Jeffrey I. Gordon. 2006. “Ecological and Evolutionary Forces Shaping Microbial Diversity in the Human Intestine.” Cell 124 (4). Elsevier Inc.: 837–48.

Ley, Ruth E., Peter J. Turnbaugh, Samuel Klein, and Jeffrey I. Gordon. 2006. “Microbial Ecology: Human Gut Microbes Associated with Obesity.” Nature 444 (7122): 1022–23.

Lloyd-Price, Jason, Galeb Abu-Ali, and Curtis Huttenhower. 2016. “The Healthy Human Microbiome.” Genome Medicine 8 (1): 51.

Lozupone, Catherine, and Rob Knight. 2005. “UniFrac: A New Phylogenetic Method for Comparing Microbial Communities.” Applied and Environmental Microbiology 71 (12): 8228–35.

McFall-Ngai, Margaret, Michael G. Hadfield, Thomas C. G. Bosch, Hannah V. Carey, Tomislav Domazet-Lošo, Angela E. Douglas, Nicole Dubilier, et al. 2013. “Animals in a Bacterial World, a New Imperative for the Life Sciences.” Proceedings of the National Academy of Sciences of the United States of America 110 (9): 3229–36.

Rawls, John F., Michael A. Mahowald, Ruth E. Ley, and Jeffrey I. Gordon. 2006. “Reciprocal Gut Microbiota Transplants from Zebrafish and Mice to Germ-Free Recipients Reveal Host Habitat Selection.” Cell 127 (2). Elsevier Inc.: 423–33.

Round, June L., and Sarkis K. Mazmanian. 2009. “The Gut Microbiota Shapes Intestinal Immune Responses during Health and Disease.” Nature Reviews. Immunology 9 (5): 313–23.

Salyers, A., A. Gupta, and Y. Wang. 2004. “Human Intestinal Bacteria as Reservoirs for Antibiotic Resistance Genes.” Trends in Microbiology 12 (9). Elsevier Ltd: 412–16.

Sommer, Felix, and Fredrik Bäckhed. 2013. “The Gut Microbiota — Masters of Host Development and Physiology.” Nature Publishing Group 11 (4). Nature Publishing Group: 227–38.

Sonnenburg, Erica D., Samuel A. Smits, Mikhail Tikhonov, Steven K. Higginbottom, Ned S. Wingreen, and Justin L. Sonnenburg. 2016. “Diet-Induced Extinctions in the Gut Microbiota Compound over Generations.” Nature 529 (7585): 212–15.

Stephens, Brent. 2016. “What Have We Learned about the Microbiomes of Indoor Environments?” mSystems 1 (4). doi:10.1128/mSystems.00083-16.

Stulberg, Elizabeth, Deborah Fravel, Lita M. Proctor, David M. Murray, Jonathan LoTempio, Linda Chrisey, Jay Garland, et al. 2016. “An Assessment of US Microbiome Research.” Nature Microbiology 1 (January): 15015.

Turnbaugh, Peter J., Ruth E. Ley, Michael A. Mahowald, Vincent Magrini, Elaine R. Mardis, and Jeffrey I. Gordon. 2006. “An Obesity-Associated Gut Microbiome with Increased Capacity for Energy Harvest.” Nature 444 (7122). nature.com: 1027–31.

Vaishnava, Shipra, Miwako Yamamoto, Kari M. Severson, Kelly A. Ruhn, Xiaofei Yu, Omry Koren, Ruth Ley, Edward K. Wakeland, and Lora V. Hooper. 2011. “The Antibacterial Lectin RegIIIgamma Promotes the Spatial Segregation of Microbiota and Host in the Intestine.” Science 334 (6053): 255–58.

Waldor, Matthew K., Gene Tyson, Elhanan Borenstein, Howard Ochman, Andrew Moeller, B. Brett Finlay, Heidi H. Kong, et al. 2015. “Where next for Microbiome Research?” PLoS Biology 13 (1): e1002050.

Yatsunenko, Tanya, Federico E. Rey, Mark J. Manary, Indi Trehan, Maria Gloria Dominguez-Bello, Monica Contreras, Magda Magris, et al. 2012. “Human Gut Microbiome Viewed across Age and Geography.” Nature 486 (7402). Nature Publishing Group: 222–27.

Zackular, Joseph P., Nielson T. Baxter, Kathryn D. Iverson, William D. Sadler, Joseph F. Petrosino, Grace Y. Chen, and Patrick D. Schloss. 2013. “The Gut Microbiome Modulates Colon Tumorigenesis.” mBio 4 (6): e00692–13.

**2019-425 STAT 4255 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14436 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Introduction to Statistical Learning |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > 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 Areas** | 1 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Title** | Introduction to Statistical Learning |
| **Course Number** | 4255 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Victor Hugo Lachos Davila |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vid09002 |
| **Initiator Email** | [hlachos@uconn.edu](mailto:hlachos@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 Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture,Laboratory |
| **Enrollment Component** | Laboratory |
| **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** | Lectures, computer labs, and student projects |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | STAT 3115Q or instructor consent |
| **Corequisites** | none |
| **Recommended Preparation** | Background in computer programming is preferred, but not required. |
| **Is Consent Required?** | Instructor 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 |

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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** | Faculty teaching this course is based in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT 4255. Introduction to Statistical Learning 03 credits. Prerequisites: STAT 3115Q or instructor consent Grading Basis. Graded Modern statistical learning methods arising frequently in data science and machine learning with real world applications: Linear and logistic regression, generalized additive models, decision trees, boosting, support vector machines, and neural networks (deep learning). |
| **Reason for the course action** | Statistical learning methods are very popular among hot fields like data science, machine learning, and artificial intelligence in this "big data" era. People with statistical learning skills are in high demand. Moreover, this course has been offered several times as STAT 4188 "Variable Topics". |
| **Specify effect on other departments and overlap with existing courses** | No. This course takes an application-oriented view by applying statistical learning methods to real world data. It requires STAT 3115Q as the prerequisite. |
| **Please provide a brief description of course goals and learning objectives** | Prepare students with modern statistical learning methods that are frequently used in data science and machine learning. Due to the explosive increase in computing power, highly computational data analytic methods, or "statistical learning" methods, have been and are currently being developed. The course aims to go far beyond the classical statistical methods to meet many of today's data challenges. The course covers a wide variety of statistical approaches and students get the chance to apply them to real data from fields as diverse as business, biomedical sciences, social sciences, and sports. At the end of this course, students should have a good grasp of how all of these methods work and be able to apply them in real situations. |
| **Describe course assessments** | Homework assignments, quizzes and project reports. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4255IntroStatLearn-syllabus.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F166937&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfc87e44ca15a410d965f08d779e8b97f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637111912760344062&sdata=nNPjr%2BRwGvJHEjW4UMh95Hug%2FSH1ckMCeuw7QbQ2FSM%3D&reserved=0) | 4255IntroStatLearn-syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 12/01/2019 - 19:38 | Submit |  | none | | Statistics | Victor Hugo Lachos Davila | 12/05/2019 - 07:33 | Approve | 12/5/2019 | none | |

**2019-426 STAT/BIST 5725 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14292 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Linear Models I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > 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 Areas** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | Course content will always be appropriate for both subjects |
| **Course Title** | Linear Models I |
| **Course Number** | 5725 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are just changing the title of this course to keep coherence with the subsequent course "Linear Model II". |

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| **CONTACT INFO** | |
| **Initiator Name** | Victor Hugo Lachos Davila |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vid09002 |
| **Initiator Email** | [hlachos@uconn.edu](mailto:hlachos@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 Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **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** | Lectures |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to graduate students in statistics, others with permission. |
| **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 |

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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** | The faculty teaching the course is based in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | STAT/BIST 5725. Linear Statistical Models 3.00 credits. Prerequisites: Open to graduate students in Statistics, others with permission (RG814). Grading Basis: Graded Linear and matrix algebra concepts, generalized inverses of matrices, multivariate normal distribution, distributions of quadratic forms in normal random vectors, least squares estimation for full rank and less than full rank linear models, estimation under linear restrictions, testing linear hypotheses. |
| **Provide proposed title and complete course catalog copy** | STAT/BIST 5725. Linear Models I 3.00 credits. Prerequisites: Open to graduate students in Statistics, others with permission (RG814). Grading Basis: Graded Linear and matrix algebra concepts, generalized inverses of matrices, multivariate normal distribution, distributions of quadratic forms in normal random vectors, least squares estimation for full rank and less than full rank linear models, estimation under linear restrictions, testing linear hypotheses. |
| **Reason for the course action** | Currently Linear Models courses are a sequence of two courses that take two semesters. They are designed for graduate students majored in statistics, and emphasize underlying on matrix algebra principles. However, these two courses have been offered as STAT/BIST 5725 "Linear Statistical Models" (Linear Models I) and STAT 6494 / BIST 6494 "Seminar in Applied Statistics" (Linear Models II). |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Develop a theoretical understanding of statistical methods used in analyzing linear models. Connect theoretical results with their application learned from basic applied statistics class. Build a solid foundation to study other advanced statistical modeling techniques such as generalized linear models, dynamic linear models and time series analysis. |
| **Describe course assessments** | Homework, quizzes and exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus-LM1-sent.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F166353&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9562165e74964fb5257208d779ed102c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637111931389659728&sdata=jT7gUiJnAlpc4RWk90rsJzBqLLo0N3gAgdXWL39%2FSxQ%3D&reserved=0) | syllabus-LM1-sent.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 11/17/2019 - 09:04 | Submit |  | None | | Statistics | Victor Hugo Lachos Davila | 12/03/2019 - 17:24 | Approve | 12/3/2019 | none | | Statistics | Richard A Vitale | 12/03/2019 - 21:02 | Approve |  | Approve | |

**2019-427 STAT 5735 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14293 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Linear Models II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > 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 Areas** | 1 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Title** | Linear Models II |
| **Course Number** | 5735 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Victor Hugo Lachos Davila |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vid09002 |
| **Initiator Email** | [hlachos@uconn.edu](mailto:hlachos@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 Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **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** | Lectures |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | STAT/BIST 5725, STAT/BIST 5505, and STAT/BIST 5605. Open to PhD students who have passed the PhD Qualifying Exam in Statistics (RG814). |
| **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 |

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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** | The faculty teaching the course is based in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT/BIST 5735 Linear Models II 03 Credits. Prerequisites: STAT/BIST 5725, STAT/BIST 5505, and STAT/BIST 5605. Open to PhD students who have passed the PhD Qualifying Exam in Statistics; others with permission. Grading Basis: Graded Multiple comparisons, fixed effects linear models, random-effects and mixed-effects models, generalized linear models, variable selections, regularization and sparsity, support vector machines, additive models and Bayesian linear models. |
| **Reason for the course action** | Currently Linear Models courses are a sequence of two courses that take two semesters. They are designed for graduate students majored in statistics, and emphasize underlying on matrix algebra principles. However, these two courses have been offered as STAT/BIST 5725 "Linear Statistical Models" (Linear Models I) and STAT 6494 / BIST 6494 "Seminar in Applied Statistics" (Linear Models II). |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course will develop a theoretical understanding of more advanced statistical methods used in analyzing linear models. It will connect theoretical results with their application learned in applied statistics class. In addition, it will build up a solid foundation for students to study other advanced statistical modeling techniques such as spatial statistics, time series analysis and longitudinal data analysis. |
| **Describe course assessments** | Homework, quizzes and exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus-LM2.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F166356&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5546d08d8da24920d36f08d779ed8137%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637111933289751107&sdata=6R%2BNMc4MIujJGz1vQA0gfE1WtnhL%2BglAJZMhwapJLjg%3D&reserved=0) | syllabus-LM2.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 11/17/2019 - 10:38 | Submit |  | None | | Statistics | Victor Hugo Lachos Davila | 12/03/2019 - 17:23 | Approve | 12/3/2019 | none | |

**2019-428 LLAS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: Dec 6th, 2019

2. Department or Program: LLAS/ El Instituto

3. Title of Minor: Latin American Studies

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Spring 2020

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

5. Nature of change: add language regarding cross-listed courses

# Existing Catalog Description of Minor

# Latin American Studies Minor

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region’s relations with the United States.

### Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

* [LLAS 2011W](https://catalog.uconn.edu/LLAS/#2011W), [2012,](https://catalog.uconn.edu/LLAS/#2012) [2995](https://catalog.uconn.edu/LLAS/#2995), [3293](https://catalog.uconn.edu/LLAS/#3293), [3998](https://catalog.uconn.edu/LLAS/#3998), [3999](https://catalog.uconn.edu/LLAS/#3999), [4212](https://catalog.uconn.edu/LLAS/#4212), [4994W](https://catalog.uconn.edu/LLAS/#4994W) ;
* [ANTH 3021](https://catalog.uconn.edu/ANTH/#3021), [3029](https://catalog.uconn.edu/ANTH/#3029), [3042](https://catalog.uconn.edu/ANTH/#3042), [3150](https://catalog.uconn.edu/ANTH/#3150), [3152](https://catalog.uconn.edu/ANTH/#3152); [ANTH/LLAS 3241](https://catalog.uconn.edu/LLAS/#3241);
* [ARTH 3610](https://catalog.uconn.edu/ARTH/#3610), [3620](https://catalog.uconn.edu/ARTH/#3620), [3630](https://catalog.uconn.edu/ARTH/#3630), [3640](https://catalog.uconn.edu/ARTH/#3640), [3645](https://catalog.uconn.edu/ARTH/#3645);
* [ECON](https://catalog.uconn.edu/ECON/#2474)/[LLAS 2474](https://catalog.uconn.edu/LLAS/#2474)
* [GEOG 4710](https://catalog.uconn.edu/GEOG/#4710);
* [HIST 3610](https://catalog.uconn.edu/HIST/#3610), [3619](https://catalog.uconn.edu/HIST/#3619), [3620](https://catalog.uconn.edu/HIST/#3620), [3621](https://catalog.uconn.edu/HIST/#3621), [3622](https://catalog.uconn.edu/HIST/#3622), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643), [3650](https://catalog.uconn.edu/HIST/#3650), [4994W](https://catalog.uconn.edu/HIST/#4994W); [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/LLAS/#3609), [3635](https://catalog.uconn.edu/LLAS/#3635), [3660W](https://catalog.uconn.edu/LLAS/#3660W);
* [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237); [POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271,](https://catalog.uconn.edu/LLAS/#3271) [3667](https://catalog.uconn.edu/LLAS/#3667);
* [SPAN 3201](https://catalog.uconn.edu/SPAN/#3201), [3205](https://catalog.uconn.edu/SPAN/#3205), [3207](https://catalog.uconn.edu/SPAN/#3207), [3214](https://catalog.uconn.edu/SPAN/#3214), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3254](https://catalog.uconn.edu/SPAN/#3254), [3260](https://catalog.uconn.edu/SPAN/#3260), [3266,](https://catalog.uconn.edu/SPAN/#3266) [3267W](https://catalog.uconn.edu/SPAN/#3267W); [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)

### Language Requirement

(Credits do not apply to minor’s 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

* One 2000-level or above language course
* Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
* Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](http://elin.uconn.edu/). For information, contact [Anne Gebelein](mailto:Anne.Gebelein@uconn.edu) or call 860-486-5508.

# Proposed Catalog Description of Minor

# Latin American Studies Minor

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region’s relations with the United States.

### Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

* [LLAS 2011W](https://catalog.uconn.edu/LLAS/#2011W), [2012,](https://catalog.uconn.edu/LLAS/#2012) [2995](https://catalog.uconn.edu/LLAS/#2995), [3293](https://catalog.uconn.edu/LLAS/#3293), [3998](https://catalog.uconn.edu/LLAS/#3998), [3999](https://catalog.uconn.edu/LLAS/#3999), [4212](https://catalog.uconn.edu/LLAS/#4212), [4994W](https://catalog.uconn.edu/LLAS/#4994W) ;
* [ANTH 3021](https://catalog.uconn.edu/ANTH/#3021), [3029](https://catalog.uconn.edu/ANTH/#3029), [3042](https://catalog.uconn.edu/ANTH/#3042), [3150](https://catalog.uconn.edu/ANTH/#3150), [3152](https://catalog.uconn.edu/ANTH/#3152); [ANTH/LLAS 3241](https://catalog.uconn.edu/LLAS/#3241);
* [ARTH 3610](https://catalog.uconn.edu/ARTH/#3610), [3620](https://catalog.uconn.edu/ARTH/#3620), [3630](https://catalog.uconn.edu/ARTH/#3630), [3640](https://catalog.uconn.edu/ARTH/#3640), [3645](https://catalog.uconn.edu/ARTH/#3645);
* [ECON](https://catalog.uconn.edu/ECON/#2474)/[LLAS 2474](https://catalog.uconn.edu/LLAS/#2474)
* [GEOG 4710](https://catalog.uconn.edu/GEOG/#4710);
* [HIST 3610](https://catalog.uconn.edu/HIST/#3610), [3619](https://catalog.uconn.edu/HIST/#3619), [3620](https://catalog.uconn.edu/HIST/#3620), [3621](https://catalog.uconn.edu/HIST/#3621), [3622](https://catalog.uconn.edu/HIST/#3622), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643), [3650](https://catalog.uconn.edu/HIST/#3650), [4994W](https://catalog.uconn.edu/HIST/#4994W); [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/LLAS/#3609), [3635](https://catalog.uconn.edu/LLAS/#3635), [3660W](https://catalog.uconn.edu/LLAS/#3660W);
* [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237); [POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271,](https://catalog.uconn.edu/LLAS/#3271) [3667](https://catalog.uconn.edu/LLAS/#3667);
* [SPAN 3201](https://catalog.uconn.edu/SPAN/#3201), [3205](https://catalog.uconn.edu/SPAN/#3205), [3207](https://catalog.uconn.edu/SPAN/#3207), [3214](https://catalog.uconn.edu/SPAN/#3214), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3254](https://catalog.uconn.edu/SPAN/#3254), [3260](https://catalog.uconn.edu/SPAN/#3260), [3266,](https://catalog.uconn.edu/SPAN/#3266) [3267W](https://catalog.uconn.edu/SPAN/#3267W); [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)

*With approval of the minor advisor, appropriate sections of 3293 courses taken through Education Abroad may count towards the minor. Appropriate sections of special topics courses HRTS 3298, AFRA 3898, ANTH 3098, SPAN 3298, HIST 3098, WGSS 3998 and POLS 2998 may also count towards the minor with advisor consent.*

### Language Requirement

(Credits do not apply to minor’s 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

* One 2000-level or above language course
* Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
* Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](http://elin.uconn.edu/). For information, contact [Anne Gebelein](mailto:Anne.Gebelein@uconn.edu) or call 860-486-5508.

# Justification

1. Reasons for changing the minor: This added language allows students to sign up for any LLAS course that is cross-listed, regardless of what side of the / they sign up under.

2. Effects on students: Can take any open seat in a course

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 12/6/19

    Department Faculty: Anne Gebelein, Samuel Martinez, Charles Venator, Marysol Asencio, Daisy Reyes, Diana Rios, Jorge Aguero, Rodolfo Fernandez, Emma Amador

6. Name, Phone Number, and e-mail address of principal contact person: Anne Gebelein [anne.gebelein@uconn.edu](mailto:anne.gebelein@uconn.edu), x5508

**2019-308 SCFS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: October 22, 2019

2. Department or Program: EVST

3. Title of Minor: Sustainable Community Food Systems

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Spring, 2020

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

5. Nature of change: Add EVST 4000W as fulfilling the capstone writing class requirement of the minor and change the seminar from GEOG 4098 to GEOG 4095 to conform with the numbering currently used.

# Existing Catalog Description of Minor

The Sustainable Community Food Systems (SCFS) minor provides an in-depth exploration of food systems through performing an intensive summer work experience and fall internship (six credits), and reflecting on the practice of working in a sustainable community food system. Farm experience through working at the Spring Valley Student Farm (or another approved farm) is required and residence at the farm for at least a summer is encouraged.

**Requirements**

The minor consists of 18 credits as follows:

* An elective course in social dimensions of food resources that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [ARE 3260](https://catalog.uconn.edu/ARE/#3260), [4438](https://catalog.uconn.edu/ARE/#4438); [NRE 3265](https://catalog.uconn.edu/NRE/#3265); [NUSC 3230](https://catalog.uconn.edu/NUSC/#3230); [SOCI 2705](https://catalog.uconn.edu/SOCI/#2705).
* A capstone writing class: [GEOG 4000W](https://catalog.uconn.edu/GEOG/#4000W).
* A capstone seminar in Sustainable Community Food Systems: [GEOG 4098](https://catalog.uconn.edu/GEOG/#4098).
* Six credits of an internship class in a department appropriate to the SCFS minor.
* One elective class from the College of Agriculture, Health and Natural Resources, related to sustainable food production that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [SPSS 2100](https://catalog.uconn.edu/SPSS/#2100), [2500](https://catalog.uconn.edu/SPSS/#2500), and [3610](https://catalog.uconn.edu/SPSS/#3610).

This minor is offered by the Environmental Studies program (EVST), and is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture, Health and Natural Resources.

# Proposed Catalog Description of Minor

The Sustainable Community Food Systems (SCFS) minor provides an in-depth exploration of food systems through performing an intensive summer work experience and fall internship (six credits), and reflecting on the practice of working in a sustainable community food system. Farm experience through working at the Spring Valley Student Farm (or another approved farm) is required and residence at the farm for at least a summer is encouraged.

**Requirements**

The minor consists of 18 credits as follows:

* An elective course in social dimensions of food resources that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [ARE 3260](https://catalog.uconn.edu/ARE/#3260), [4438](https://catalog.uconn.edu/ARE/#4438); [NRE 3265](https://catalog.uconn.edu/NRE/#3265); [NUSC 3230](https://catalog.uconn.edu/NUSC/#3230); [SOCI 2705](https://catalog.uconn.edu/SOCI/#2705).
* A capstone writing class: [GEOG 4000W](https://catalog.uconn.edu/GEOG/#4000W) or EVST 4000W.
* A capstone seminar in Sustainable Community Food Systems: [GEOG 4095](https://catalog.uconn.edu/GEOG/#4098).
* Six credits of an internship class in a department appropriate to the SCFS minor.
* One elective class from the College of Agriculture, Health and Natural Resources, related to sustainable food production that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [SPSS 2100](https://catalog.uconn.edu/SPSS/#2100), [2500](https://catalog.uconn.edu/SPSS/#2500), and [3610](https://catalog.uconn.edu/SPSS/#3610).

This minor is offered by the Environmental Studies program (EVST), and is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture, Health and Natural Resources.

# Justification

1. Reasons for changing the minor: Because the minor is offered by Environmental Studies, it makes sense for the EVST capstone writing class to be offered as the capstone writing experience, in addition to the capstone seminar in Geography. This addition avoids students majoring in EVST and getting the minor in SCFS needing to take both EVST 4000W and GEOG 4000W which have similar approaches (research, communication, career development, etc.), but tailored to their respective majors.

The Sustainable Community Food Systems seminar is being changed from GEOG 4098 to GEOG 4095 to conform with the course numbering it has been given thus far.

2. Effects on students: This change adds more flexibility to their program.

3. Effects on other departments: None since any EVST students would have to take EVST 4000W anyway.

4. Effects on regional campuses: None

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

    Department Curriculum Committee:

    Department Faculty:

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

Andy Jolly-Ballantine, (860) 486-2579, andy.ballantine@uconn.edu