

AGENDA

Meeting Date: Wednesday, May 4, 2016
Time: 2:30pm-4pm
Place: Student Union 324

- 1. Welcome and Introductions**
- 2. Approval of minutes**
- 3. Course Proposal
UNIV 3985**
- 4. UNIV Course Reviews**
 - a) UNIV 1784 /3784**
 - b) UNIV1800/1810/1820/1840/3820**
- 5. Discussion on course alignment review process and timeline**

University Interdisciplinary Courses Committee

Proposal to Add or Revise a New or Special Topics INTD, UNIV, MISI or AIRF Undergraduate Course

NOTE: All fields are required unless otherwise specified.

1. Proposed Course Designation and Name (and Subtitle, if applicable)

For designation, indicate UNIV, INTD, MISI or AIRF and then add course name/subtitle. (e.g. "INTD Special Topics: Culture and Communication in Storrs")

UNIV 3985

2. Date of submission to UICC:

May 4, 2016

3. Course Number ([see Note B](#)): [The University Interdisciplinary Courses Committee will assign an appropriate number for courses without standard numbering]

- What is the appropriate level for this course?

1000-level ☐

2000-level ☐

3000-level ☒

4000-level ☐

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

Note: The UICC and Registrar's Office will assign a number for new courses that do not have standard numbers. If the course is a Special Topics, for example, use 1985 or 3895 for S/U graded and 1995 or 3995 for letter graded courses.

4. Justification for course level: Please explain why the level chosen above is appropriate for the course.

This is a course that will be taken by international exchange students, all of whom have junior or senior standing when they arrive at Uconn

5. Department(s), academic unit(s), and/or university unit(s) requesting this course ([see Note W](#)):

Office of Global Affairs (Education Abroad)

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

Sara Bradshaw, 860-486-3705, sara.bradshaw@uconn.edu

7. Proposed Final catalog Listing ([see Note A to Note K, Note O, Note S](#)):

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate courses are listed. **NOTE: Special Topics, skip to question 9.**

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

UNIV 3985 Special Topics

Credits and hours by arrangement. Prerequisite: Open only with consent of instructor. With a change in content, may be repeated for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Further Information Related to Items included in Catalog listing:

8. **For New Courses**, indicate the semester, intersession, or summer session and year in which course will first be offered (example: Fall 2016 or Summer 2017). **Special Topic Courses**, please skip to question 9. ([see Note R](#)):

9. **For New Courses**, indicate the semester, intersession, or summer session in which the course will be offered on a regular basis ([see Note C](#); check all that apply):

Fall ☐ Spring ☐ **Both** ☒ Either ☐
Winter Intersession ☐ Summer Intersession ☐ Summer Session ☐

10. For **Special Topics Courses**, indicate which semester(s) the course has already been offered (example: Fall 2012, Summer 2013 or N/A). Please note that Special Topics courses may only be offered three times before they must be submitted as permanent new courses. **New courses, skip to question 11.**

11. For **Special Topics Courses**, indicate the semester, intersession, or summer session and year in which course will next be offered (example: Fall 2016 or Summer 2017). **New courses, skip to question 11.**

Fall 2016

12. **Number of academic credits and rationale** ([see Note D](#)):

One credit. This class will meet once a week during a regularly scheduled class period, during the Fall and Spring semesters.

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

This course will be taught face to face. Students will engage with the course instructors, guest speakers (including faculty, staff and students), and classmates in a classroom setting. Out of class, students will participate in University events, group projects, online discussions.

14. **Justification for creating this course** ([see Note L](#)):

Beyond a short and intensive 1-2 day orientation program, incoming exchange students do not have the opportunity to intentionally develop an understanding of the structure and organization of the University before beginning their academic programs. While UNIV 1800 provides incoming freshman with the opportunity to extend their orientation into their first semester, incoming exchange students require more. Their "orientation" to the University requires an orientation to North American (and New England) culture as well, and in a setting where their classmates, all of whom have junior or senior status, are experiencing similar challenges.

This course is designed to offer a structured format by which incoming exchange students can learn about the University from domestic students, University staff and faculty, and fellow exchange students. Presentations by guest speakers, as well as assignments and assessments, are designed to provide a context for exchange students to understand and appreciate the structure and organization of the University, as well as the historical and cultural context in which it has developed.

15. Academic merit of course proposed ([see Note Li](#)):

This course is organized into 14 class periods, with classes meeting weekly. Students will engage with one another, as well as the instructors, student mentors and faculty, staff and student guest speakers.

Learning objectives:

-Understand the University structure sufficiently enough to know and appreciate the student code of conduct, to be academically successful and to engage in co-curricular activities which will support a rich and meaningful exchange experience.

Learning outcomes:

A successful exchange student at the University of Connecticut will:

- Understand the University structure sufficiently enough to be academic successful and socially integrated.**
- Establish a network of staff, faculty and peer supports.**
- Take advantage of curricular and co-curricular opportunities which will support their academic success and social/cultural integration.**

16. Assessment Methods ([see Note Y](#)):

Assessment methods will include:

- Class participation**
- HuskyCT discussion board contributions**
- Group assignments**
- 10-15 minute class presentation**

17. Rationale for proposing as an INTD course ([see Note Lii](#)):

18. **Rationale for proposing as an UNIV course** ([see Note Liii](#)):

This course is proposed by the Education Abroad office, a unit of the Office of Global Affairs which reports to the President's office. Neither of these units is an academic department.

19. **Provide a brief history** of how this course was developed ([see Note Lii and Liii](#)):

This course was developed by Education Abroad staff in response to exchange student feedback and the expressed desire for greater contextualized information related to the exchange experience as an international student and visitor to the U.S. While the initial orientation provides very basic "survival" information, this course would provide a semester-long forum for deeper engagement with unique cultural issues in the U.S. and at UConn specifically. The U.S. is diverse and cultural complex country of which UConn is one very small facet that this population interfaces with during their time away from their home culture. The vision for the course would be place where exchange students will process their own cross cultural experiences while "unpacking" some unique aspects of American culture in a collaborative, academic and facilitated manner.

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

Because UNIV 1800 and this course are both designed to support first semester students in their continued orientation to the University some of the course objectives and materials overlap.

21. **Proposed general education content area(s) and skill code(s)** ([see Note T](#)).
Indicate all that apply: (**Not applicable to Special Topics courses.**)

Not a Gen Ed ☒ W(riting) course ☐ Q(uantitative) course ☐ Both ☐
Content Area: 1 ☐ 2 ☐ 3 ☐ 3-Lab ☐ 4 ☐ 4-International ☐

22. **Grading basis** proposed (letter grading, satisfactory/unsatisfactory grading) and rationale ([see Note U](#)).

S/U;

Many exchange students will not receive credit from their home institutions for this course. Therefore, we wish to offer these students the opportunity to enroll in a course that will offer a curricular opportunity that will be sufficiently flexible to support their academic and social success at the University.

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

20-40

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

2

25. Estimated seats per class section:

19

26. Classroom and technology requirements

Access to internet and audio-visual technology typically available in tech.-ready classrooms.

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

Minimal; exchange students do not typically take UNIV 1800 courses.

28. **Campus availability:** List campuses at which course will be offered. If not generally available, please explain why. (No explanation needed for Special Topics courses which are, by nature, offered on a single campus.)

Storrs only; This course will not be available to regional campus students because exchange students do not attend the regional campuses.

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

**Sara Bradshaw, MA, Incoming Exchange Student Coordinator and Advisor
Katrina Higgins, PhD, University Director of Advising**

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

This course will be taught by the Incoming Exchange Student coordinator and advisor, and the University Director of Advising as part of their regular duties and therefore will be funded from existing budgets. This course will be periodically reviewed by the Office of Global Affairs.

31. Date(s) of Approval by Departmental Curricula and Courses Committee(s) (or equivalent for academic programs and University units) ([see Note Q](#)):

Home Dept/Unit 1: Dept Name:

Dept/Unit 2 (if INTD): Dept Name:

Dept/Unit 3 (if INTD): Dept Name:

32. Date(s) of Approval by Department Head, Academic Unit Head, or University Unit Director.

Home Dept/Unit 1: 04/20/2016 Dept Name:

Yuhang Rong, Assistant VP for
Global Affairs

Dept/Unit 2 (if INTD): mm-dd-yyyy Dept Name:

Dept/Unit 3 (if INTD): mm-dd-yyyy Dept Name:

33. Syllabus: Copy and paste course syllabus below. Syllabi are encouraged to observe best-practice standards and include such items as learning objectives, grading schemes and assessment information (see Note X):



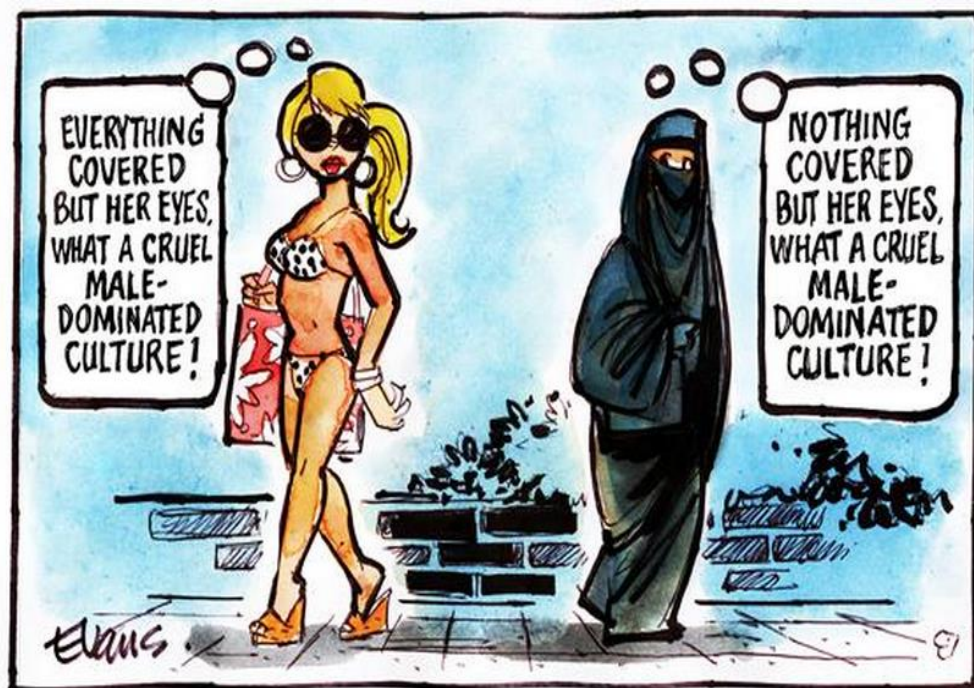
UNIV 3985

**UNIV 3985: Surviving and Thriving: A Crash Course for UConn Exchange Students
Fall 2016**

Day: TBD Time: TBD Location: TBD

<u>Instructor:</u> Sara Bradshaw	<u>Instructor:</u> Katrina Higgins
E-mail: Sara.Bradshaw@uconn.edu	E-mail: katrina.higgins@uconn.edu
Phone: Sara – 860.486.3705	Phone:
Campus Address: Rowe Room 116 Education Abroad Office	Campus Address:
Office Hours:	Office Hours:

***“A man should be just cultured enough to be able to look with suspicion upon culture at first, not second hand.”
– Samuel Butler***



Course Description

Welcome to Surviving and Thriving: A Crash Course for UConn Exchange Students! Surviving and Thriving is a unique one-credit course designed to provide an opportunity to explore issues relevant to exchange students at the University of Connecticut. Our goal for the semester is to provide an open forum for discussion about cross-cultural transition issues and concerns, and to gain a deeper understanding of American culture and its complexities and nuances. Over the course of the semester, we will explore various themes related to both UConn and American culture and provide opportunities for discussion, cross cultural comparison and collaborative learning.

This course is designed to be fun, supportive, practical, and intellectually stimulating. Most of our work in this class will be cooperative. Therefore, our success will largely rely on active, earnest participation from you. Students who successfully complete the course will leave with a deeper understanding and engagement with both American culture as a whole as well as UConn's unique culture. In addition, we hope that you will have some fun memories and make meaningful connections with faculty/staff and your fellow exchange students.

Course Learning Objectives

LO1: Students will gain a deeper understanding of American culture and U.S. academic culture

LO2: Students will recognize and engage with social and academic support services and enrichment opportunities offered at UConn

LO3: Students will understand the University structure sufficiently enough to be academically successful and to engage in co-curricular activities which will support a rich and meaningful exchange experience

Grading

Grading Scale	
Satisfactory 70 – 100%	Unsatisfactory 69% or below

Grade Components	Total Number of Points	Explanation	Grade Percentage
Class Attendance/ Participation	70 Points	5 Points x 14 Classes	70%
Trending Topics Presentation	30 Points	Select topic of interest with group and deliver 10-15 minute presentation	30%

Assignment Summary

Class Participation – Due Each Class Meeting (70 Points):

Attendance and participation are crucial to your success in this course. Absences will hurt your final grade by reducing the points you receive for the participation and in-class discussions. If there are special circumstances causing absences, please contact me by email. Excessive or chronic tardiness to class will also be considered when computing the participation portion of your grade.

#Trending Topics Presentation (30 Points):

Course participants will be divided into small groups and will present to the class on a topic of interest. Presentations should be 10-15 minutes followed by 5-10 minutes for questions. Students have a great deal of flexibility in choosing topics, however all topics must be approved by the course instructor at least one week in advance of the assigned presentation time. The presentation will be an opportunity for students to explore a relevant topic of interest more deeply and engage classmates with cultural observations or current events.

Important Course & University Policies

A key objective of this course is to encourage open, critical discussion. This is a credit-bearing course, and as such there are obligations to the University which must be upheld.

Therefore, the following policies will be observed:

Attendance

Participation is vital to learning in this course, and attendance is vital to participation. As a course designed with a capacity of 19 students, it is the intention of the University to create an environment in which students can interact, learn from each other, and be heard. Thus, we expect that all students will be prepared and willing to participate in class discussion on a regular basis. ***This can be directly in class or through HuskyCT discussion posts.*** Please contact us ahead of time if you need to miss class to participate in a university event or for a major personal reason. If you know in advance that you will need to miss class we can work together to find a way to catch you up. If you miss class due to a genuine emergency or medical problem, please request documentation from Student Health Services after you visit, or contact the Office of Student Services and Advocacy (860) 486-3426. They will look into the issue and send all of your instructors formal notification (an excuse) if appropriate.

Technology: Cell Phones, Tablets, Laptops, Etc.

In our course you are encouraged to bring smart phones, laptops, tablets, etc. to occasionally help you fact check and engage with online course content during our discussions. However, it is important that your use of technology in the classroom is limited to these purposes. And please remember to turn them on silent before you enter the classroom. If technology becomes a distraction points may be deducted from your participation grade.

Email and HuskyCT

We will frequently post important information and course materials online. You will need to check your email and HuskyCT regularly in order to keep up.

Students with Disabilities & Reasonable Accommodation

Students who think that they may need special accommodations because of a disability are encouraged to meet with me privately early in the semester. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Individual Conferencing

Office hours are noted above, and you can always talk to us after class or e-mail me to set up an appointment at another time. We especially encourage you to come to see instructors before work is due (for this or any other class) if you are feeling stressed or confused about an assignment.

Weather Closure

Fall weather closures are rare, but they do happen, and spring semester at UConn is notorious for snow. Be sure to check online for information concerning possible school closures and rescheduling of classes. If class is canceled on campus we may move our discussions for the day online. If necessary, we will post an updated course calendar on HuskyCT as soon as possible.

Religious Observance

After reviewing the syllabus carefully, if, due to your religious observance, you foresee an absence from a class meeting or a conflict with a due date for an assignment or an exam, please inform the instructor in writing within the first three weeks of the semester. Prior to the anticipated absence, take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of Student Services and Advocacy.

Civil Discourse, Rights, and Responsibilities

In our class discussions, in our readings, and in our writing throughout the semester, we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression. Challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. One of the goals of a university is to challenge us to think again about what we know (and all that we don't know). This demands that we all share responsibility for creating and maintaining a civil learning environment in our classrooms and in the larger university community. We will be conscious of and accept responsibility for what we say and do, how we act, how our words and actions have consequences, and how our words and actions affect others. As part of this awareness, we will avoid sexist, racist, and heterosexist language.

Policy Against Discrimination, Harassment, and Inappropriate Relationships

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

"Any person who believes that s/he is being or has been discriminatorily harassed or otherwise subjected to discrimination by a University employee or person doing business with the University is encouraged to contact the Office of Diversity and Equity (ODE), which includes the Title IX Coordinator. ODE is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175; Telephone (860) 486-2943; Email: ode@uconn.edu. In particular, any person who believes s/he has been sexually harassed or discriminated against by any member of the University community on the basis of his or her sex (gender) is encouraged to contact the University's Title IX Coordinator, Elizabeth Conklin, Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, Telephone: (860) 486-2943; Email: titleix@uconn.edu. The Title IX Coordinator will ensure that complaints of this nature are addressed by the appropriate University administrators and will assist the parties in receiving support services. The Title IX Coordinator also will facilitate any interim measures that may be necessary during the investigation to protect the parties in the University setting.

Early reporting of concerns is encouraged because early intervention can prevent a situation from escalating. No person should feel compelled to wait to report concerns until discriminatory harassment becomes sufficiently severe, pervasive or persistent to create a hostile environment.

Complaints against students are handled by Community Standards and are governed by the provisions of The Student Code. Therefore, complaints about student misconduct (including graduate students) should be reported to Community Standards, Wilbur Cross Building, Room 301, 233 Glenbrook Road, Unit 4119, Storrs, CT 06269-4119; Telephone: (860) 486-8402; Email: community@uconn.edu." – University of Connecticut Policies and Procedures

Academic Misconduct

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

-University of Connecticut, Student Code, Section VI

The Student Code: http://www.dosa.uconn.edu/student_code.html

What is considered academic misconduct for undergraduate students?

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

Plagiarism

Plagiarism can be a deliberate action, in cases of downloading or purchasing pre-written essays or accidental, when a student paraphrases incorrectly or assumes that because the information is online, it needs no attribution. Presenting the same paper in two or more courses without the explicit permission of the instructors involved is also considered a form of academic misconduct. Recycling papers addresses various ethical issues, including "self-plagiarism," providing individuals with an unfair academic advantage, and undermining the objectives associated with a particular assignment. For academic misconduct, typical sanctions for serious offenses are generally considered to be failure in the course. For less serious offenses, it is generally failure in that portion for which you are accused of academic misconduct. If you find yourself with additional questions about the policy, contact me immediately. If you are desperately tempted to plagiarize, stop. Come see us or e-mail us. As you will see in our Information Literacy unit, there are much better solutions to the problem.

*****We reserve the right to alter this syllabus. However, if we do we will give you ample notice.*****

UNIV 3985 Syllabus/Course Calendar

Semester Week	Class Date	Topics	Online discussion points and assignments due
1	Aug 30	Welcome to Surviving & Thriving! 1) Expectations, introductions & icebreaker 2) Review of syllabus & HuskyCT 3) Letter to Self Activity	
2	Sept 6	American Culture 101 (LO1) 1) Norms and Tips for Survival 2) Living on Campus; Res Life 3) Campus Culture 4) Intro to Culture Shock 5) Assign groups for #Trending Topics presentations	How much should you tip? When and who should you tip? Do you have an American roommate? What are some of the most noticeable differences you have encountered so far?
3	Sept 13	History of Higher Education & UConn History Walk (LO1, LO2, LO3)	Attend the Involvement Fair and sign up to participate in at least one club or group. Do you have something similar on your home campus?
4	Sept 20	American History & Government (LO1) Guest Speaker from History Department Group A #Trending Topics Presentation	What are the three branches of American government? What do you know about the structure of the American government?
5	Sept 27	Revisiting Culture Shock (LO1) Guest Speaker from Counseling & Mental Health Services (CMHS)	Have you ever experienced Culture Shock? Can you connect some of the phases with your experience here at UConn?
6	Oct 4	American Media & UConn News (LO1) Guest Speaker from Communications or Journalism Department Group B #Trending Topics Presentation	Read NYT and Daily Campus Take notes about your observations and bring them to class for discussion
7	Oct 11	Politics in the U.S. (LO1) Guest Speaker from Political Science Department	Watch Presidential Debate on Sunday, October 9 th What stood out to you while watching this debate?
8	Oct 18	Food Culture in the U.S. (LO1) Group C #Trending Topics Presentation	What have you noticed about food in the U.S.? How does this compare with food in your home country/culture? What is interesting/different?
9	Oct 25	Greek Life: A Closer Look at Fraternities and Sororities (LO1, LO3) Guest Speaker from Fraternity & Sorority Life	What are your thoughts about Greek Life at UConn? What did you know about it before coming to the U.S. and has your opinion changed at all?

10	Nov 1	Sports, UConn Athletes, Cheerleaders & Husky Pride (LO1, LO3) Guest Speaker Group D #Trending Topics Presentation	Does your university have any sports programs? What are they and how do they compare to UConn? Have you attended any sporting events at your home university? UConn? How do they compare?
11	Nov 8	Perspectives/Thoughts on American Culture from International Faculty/Staff (LO1, LO2, LO3) Panel Presentation & Discussion	Think of 3 questions to ask the panel about their transition to American culture
12	Nov 15	Guns, God & American Diversity (LO1) Group E #Trending Topics Presentation	Do you think UConn is a “diverse” place? Why or why not? Do you think America is a diverse country/culture?
13		Thanksgiving Break – No Classes	---
14	Nov 29	Student Choice	Students who had a traditional Thanksgiving are encouraged to share their experience with the class. Discussion topic will be decided by student interest by week 11.
15	Dec 6	Closing – Letters & Semester Wrap-up (LO1, LO2, LO3)	What have you learned? What was some unexpected learning? What advice would you give other exchange students? What should other students know? How have you grown?

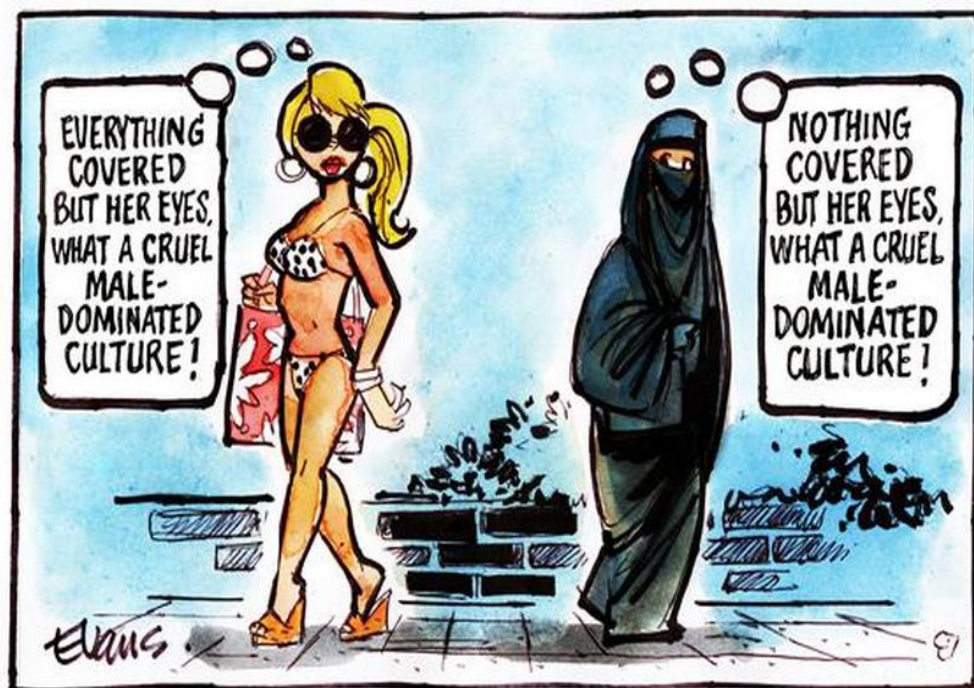
(Subject to Change - Dates, Locations, Topics, and Assignments)

UNIV 3985: Surviving and Thriving: A Crash Course for UConn Exchange Students
Fall 2016

Day: TBD Time: TBD Location: TBD

<u>Instructor:</u> Sara Bradshaw	<u>Instructor:</u> Katrina Higgins
E-mail: Sara.Bradshaw@uconn.edu	E-mail: katrina.higgins@uconn.edu
Phone: Sara – 860.486.3705	Phone:
Campus Address: Rowe Room 116 Education Abroad Office	Campus Address:
Office Hours:	Office Hours:

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We will frequently post important information and course materials online. You will need to check your email and HuskyCT regularly in order to keep up.

Students with Disabilities & Reasonable Accommodation

Students who think that they may need special accommodations because of a disability are encouraged to meet with me privately early in the semester. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Individual Conferencing

Office hours are noted above, and you can always talk to us after class or e-mail me to set up an appointment at another time. We especially encourage you to come to see instructors before work is due (for this or any other class) if you are feeling stressed or confused about an assignment.

Weather Closure

Fall weather closures are rare, but they do happen, and spring semester at UConn is notorious for snow. Be sure to check online for information concerning possible school closures and rescheduling of classes. If class is canceled on campus we may move our discussions for the day online. If necessary, we will post an updated course calendar on HuskyCT as soon as possible.

Religious Observance

After reviewing the syllabus carefully, if, due to your religious observance, you foresee an absence from a class meeting or a conflict with a due date for an assignment or an exam, please inform the instructor in writing within the first three weeks of the semester. Prior to the anticipated absence, take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of Student Services and Advocacy.

Civil Discourse, Rights, and Responsibilities

In our class discussions, in our readings, and in our writing throughout the semester, we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an academic

environment that allows for intellectual expression. Challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. One of the goals of a university is to challenge us to think again about what we know (and all that we don't know). This demands that we all share responsibility for creating and maintaining a civil learning environment in our classrooms and in the larger university community. We will be conscious of and accept responsibility for what we say and do, how we act, how our words and actions have consequences, and how our words and actions affect others. As part of this awareness, we will avoid sexist, racist, and heterosexist language.

Policy Against Discrimination, Harassment, and Inappropriate Relationships

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

"Any person who believes that s/he is being or has been discriminatorily harassed or otherwise subjected to discrimination by a University employee or person doing business with the University is encouraged to contact the Office of Diversity and Equity (ODE), which includes the Title IX Coordinator. ODE is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175; Telephone (860) 486-2943; Email: ode@uconn.edu. In particular, any person who believes s/he has been sexually harassed or discriminated against by any member of the University community on the basis of his or her sex (gender) is encouraged to contact the University's Title IX Coordinator, Elizabeth Conklin, Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, Telephone: (860) 486-2943; Email: titleix@uconn.edu. The Title IX Coordinator will ensure that complaints of this nature are addressed by the appropriate University administrators and will assist the parties in receiving support services. The Title IX Coordinator also will facilitate any interim measures that may be necessary during the investigation to protect the parties in the University setting.

Early reporting of concerns is encouraged because early intervention can prevent a situation from escalating. No person should feel compelled to wait to report concerns until discriminatory harassment becomes sufficiently severe, pervasive or persistent to create a hostile environment.

Complaints against students are handled by Community Standards and are governed by the provisions of The Student Code. Therefore, complaints about student misconduct (including graduate students) should be reported to Community Standards, Wilbur Cross Building, Room 301, 233 Glenbrook Road, Unit 4119, Storrs, CT 06269-4119; Telephone: (860) 486-8402; Email: community@uconn.edu." – University of Connecticut Policies and Procedures

Academic Misconduct

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

-University of Connecticut, Student Code, Section VI

The Student Code: http://www.dosa.uconn.edu/student_code.html

What is considered academic misconduct for undergraduate students?

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor

- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

Plagiarism

Plagiarism can be a deliberate action, in cases of downloading or purchasing pre-written essays or accidental, when a student paraphrases incorrectly or assumes that because the information is online, it needs no attribution. Presenting the same paper in two or more courses without the explicit permission of the instructors involved is also considered a form of academic misconduct. Recycling papers addresses various ethical issues, including "self-plagiarism," providing individuals with an unfair academic advantage, and undermining the objectives associated with a particular assignment. For academic misconduct, typical sanctions for serious offenses are generally considered to be failure in the course. For less serious offenses, it is generally failure in that portion for which you are accused of academic misconduct. If you find yourself with additional questions about the policy, contact me immediately. If you are desperately tempted to plagiarize, stop. Come see us or e-mail us. As you will see in our Information Literacy unit, there are much better solutions to the problem.

*****We reserve the right to alter this syllabus. However, if we do we will give you ample notice.*****

UNIV 3985 Syllabus/Course Calendar

Semester Week	Class Date	Topics	Online discussion points and assignments due
1	Aug 30	Welcome to Surviving & Thriving! 1) Expectations, introductions & icebreaker 2) Review of syllabus & HuskyCT 3) Letter to Self Activity	
2	Sept 6	American Culture 101 (LO1) 1) Norms and Tips for Survival 2) Living on Campus; Res Life 3) Campus Culture 4) Intro to Culture Shock 5) Assign groups for #Trending Topics presentations	How much should you tip? When and who should you tip? Do you have an American roommate? What are some of the most noticeable differences you have encountered so far?
3	Sept 13	History of Higher Education & UConn History Walk (LO1, LO2, LO3)	Attend the Involvement Fair and sign up to participate in at least one club or group. Do you have something similar on your home campus?
4	Sept 20	American History & Government (LO1) Guest Speaker from History Department Group A #Trending Topics Presentation	What are the three branches of American government? What do you know about the structure of the American government?
5	Sept 27	Revisiting Culture Shock (LO1) Guest Speaker from Counseling & Mental Health Services (CMHS)	Have you ever experienced Culture Shock? Can you connect some of the phases with your experience here at UConn?
6	Oct 4	American Media & UConn News (LO1) Guest Speaker from Communications or Journalism Department Group B #Trending Topics Presentation	Read NYT and Daily Campus Take notes about your observations and bring them to class for discussion
7	Oct 11	Politics in the U.S. (LO1) Guest Speaker from Political Science Department	Watch Presidential Debate on Sunday, October 9 th What stood out to you while watching this debate?
8	Oct 18	Food Culture in the U.S. (LO1) Group C #Trending Topics Presentation	What have you noticed about food in the U.S.? How does this compare with food in your home country/culture? What is interesting/different?
9	Oct 25	Greek Life: A Closer Look at Fraternities and Sororities (LO1, LO3) Guest Speaker from Fraternity & Sorority Life	What are your thoughts about Greek Life at UConn? What did you know about it before coming to the U.S. and has your opinion changed at all?

10	Nov 1	Sports, UConn Athletes, Cheerleaders & Husky Pride (LO1, LO3) Guest Speaker Group D #Trending Topics Presentation	Does your university have any sports programs? What are they and how do they compare to UConn? Have you attended any sporting events at your home university? UConn? How do they compare?
11	Nov 8	Perspectives/Thoughts on American Culture from International Faculty/Staff (LO1, LO2, LO3) Panel Presentation & Discussion	Think of 3 questions to ask the panel about their transition to American culture
12	Nov 15	Guns, God & American Diversity (LO1) Group E #Trending Topics Presentation	Do you think UConn is a “diverse” place? Why or why not? Do you think America is a diverse country/culture?
13		Thanksgiving Break – No Classes	---
14	Nov 29	Student Choice	Students who had a traditional Thanksgiving are encouraged to share their experience with the class. Discussion topic will be decided by student interest by week 11.
15	Dec 6	Closing – Letters & Semester Wrap-up (LO1, LO2, LO3)	What have you learned? What was some unexpected learning? What advice would you give other exchange students? What should other students know? How have you grown?

(Subject to Change - Dates, Locations, Topics, and Assignments)

MINUTES

Meeting Date: 4/13/2016

Time: 2:30-4:00pm

Place: ROWE 420

Voting Members and Alternates in attendance: E. Donkor (Chair), K. Baumbauer (SoN), P. Bedore (Regional Campuses), L. Burton (Neag), H. Freake (CAHNR), L. Gramling (SoB), D. Grant (SoPh), S. Motaref (SoE),

Ex Officio Members in attendance: M. Buck, J. Chancey, D. Ouimette, K. Perry, B. Settje, M. van Beusekom

Administrators and Guests: J. Clausen, J. Lease-Butts, R. O'Neill, W. Price, C. Galli (Admin)

Meeting called to order at 2:31pm

1. Welcome

Eric Donkor called the meeting to order and reviewed the agenda. He noted that IISP presented a report on 2600/4600W at the March meeting therefore, there is no need for further review at this meeting.

Eric Donkor referenced the 2015-2016 UICC Annual Report that had been distributed to committee members last week and asked for feedback. M. van Beusekom noted that the report referred to administrative support provided by a Program Assistant shared with other curricular committees and the Individualized & Interdisciplinary Studies Program. This is no longer accurate. The report will be corrected.

2. Approval of Minutes

Eric Donkor called for approval of minutes from 3/23/2016. M. van Beusekom referred to the 3rd bullet in 3.1 and clarified that students are admitted by permission number. Further, there is no cap in program admission. Approximately 60 student are admitted each year. Current staffing levels are appropriate to the current number of students being admitted. The Capstone Course is filled every semester.

There was a motion and second to approve minutes. The minutes were approved unanimously.

3. New Business

3.1. Course Shell Realignment Presentation – Honors Program

Attachment #1

S. Motaref noted the absence of an Engineering faculty member from UNIV 3784. J. Chancey shared that there have been attempts to recruit an Engineering faculty member. She encouraged interested faculty to reach out to her.

4. UNIV Course Realignment Reviews

a. UNIV 2230 – The PA2SS Program, Mentoring African American Students

Dr. Willena Price offered an overview of the course. Discussion followed on the topic of course numbering and if this course is properly numbered as 1820. D. Ouimette acknowledged that this could be reviewed as it is a question that has been brought up before.

H. Freake asked about the visibility of the class and how students know to sign up for it. W. Price responded that students are contacted frequently following the May 1st UConn commitment deadline. African American students are contacted via listserv, social media and other methods. Although the course is open to all students, the majority of the class is African American students.

b. UNIV 2500 – Gender, Sexuality and Community

A representative from the course was not available to attend the meeting. The committee reviewed the report. A clarification was provided that the + in LGBTQ+ is meant as an effort to be more inclusive.

All courses scheduled for report in April 2016 were approved.

5. **VAMP Courses Review – Kris Perry**

a. **UNIV 3093**

Kris Perry gave an overview of the course. E. Donkor asked if this course is available on all campuses. K. Perry clarified that it is. Students will need to meet with K. Perry to obtain materials, guidance and to complete paper. Regional students will travel to Storrs for this meeting.

Following a question from E. Donkor about the grading basis, a discussion ensued about S/U –vs- T on the transcript. J. Chancey noted that this is an earned credit not a transfer credit from another institution. There was overall agreement that it should be listed as S/U on the transcript however, the final decision is made by the Registrar's Office.

There was a motion and second to approve the course. The course was approved unanimously.

b. Catalog copy change/update to all MISI/AIRF courses

Eric Donkor informed members that discussions with Senate C&C indicate that UICC has the prerogative to review in mass the MISI/AIRF catalog course listing. This was to clarify an issue raised by H. Freake at the Feb. 17 meeting (see item 3.4 of the minutes). Larry Gamling further clarified that as a procedural matter approval and inclusion of the 1000 and 2000 need not be retroactive, pending Senate C&C approval, as suggested by Eric Donkor.

The AIRF courses as presented were discussed. There were some spelling/grammar changes suggested.

The MISI courses as presented were discussed. M. Buck noted that she will need to check on the ability to include lower case letters in the course titles. K. Perry responded that whether it is lower or upper case is at the discretion of the Registrar's Office.

L. Burton motion acceptance of all changes; L. Gramling seconded. The motion to approve the catalog copy updates with the recommended changes was approved unanimously.

The meeting was adjourned at 3:59pm