

**MINUTES OF THE UNIVERSITY SENATE  
DECEMBER 1, 2014**

1. Moderator von Hammerstein called to order the regular meeting of the University Senate of December 1, 2014 at 4:03pm.
2. It was noted that the number of voting senators required to achieve a quorum was not present. The approval of minutes was postponed until a quorum was reached.
3. Report of the President  
On behalf of President Herbst, Provost Choi began this report by offering an update on Academic Plan Research Excellence Program pre-proposals. A total of 136 submissions were received. The breakdown was 19 Tier 1, 53 Tier 2, 44 Tier 3 and 20 Equipment. A review panel of approximately 10 members has been formed for each of the four award categories. Each review panel will read and score the proposals from poor to excellent. The scoring will be completed by 12/19. The four committees will take part in an all day retreat on January 5 to determine recommendations for full proposals.

Provost Choi then shared that Scott Jordan has been selected as the new Executive Vice President for Administration and Chief Financial Officer of UConn. Mr. Jordan joins UConn after more than two decades in state and local government in Massachusetts. Most recently he served as Undersecretary of the Massachusetts Executive Office for Administration and Finance. His official start date is in January. Provost Choi expressed gratitude to Amy Donahue for her role as Chair in this successful search. He also acknowledged John Biancamano for his service as interim CFO.

Provost Choi referenced a November 25, 2014 email from President Herbst in which it was announced that Dr. Frank Torti will be stepping down as Executive Vice President for Health Affairs and Dean of the Medical School early next year. The role will now be split into two positions. Dr. Andrew Agwunobi will serve as interim Executive Vice President for Health Affairs. Dr. Bruce Liang will serve as Dean of the School of Medicine on an interim basis through June 30, 2015.

Provost Choi announced the creation of a faculty service award. This permanent award program will provide up to two awards annually to be selected from among nominations submitted through a formal process. Provost Choi thanked Greg Anderson, Sally Reis and Kathy Segerson for their work on this program. An announcement will soon be made about a new staff service award opportunity.

Provost Choi's address then moved to the topic of the state and university budget. He noted that over the past academic year, the university has worked to address the structural deficit. The same is being done for fiscal year 2016. We are facing a 42 million dollar cut to the block grant and a 2.3 million dollar cut from the state budget. At this time possible budget rescissions for FY16 are unknown. President Herbst is emphasizing the importance of the restoration of the block grant as well as continued NextGen funding. A strong case is being made.

Senator Caira asked how the cut to the grant will affect the plan to increase enrollment. Provost Choi shared that the original enrollment target number was 3,750. That number is now 3,550 which is a goal the university feels it can meet. If the grant or NextGen funding is cut next year, the area of enrollment may need to be reevaluated. This will be further discussed in late January.

4. Senator Polifroni asked that Moderator von Hammerstein consider a reorder of the agenda to allow time for a quorum to be reached. Moderator von Hammerstein called for the Annual Reports from Athletics to be presented ahead of the Senate standing committee reports.
5. Athletic Director Warde Manuel presented the Annual Report of the Athletic Director. AD Warde thanked the University Senate for the opportunity to present the report. He noted that there are currently approximately 200 staff in Athletics and 700 student athletes. He was pleased to share information on our student athletes' success in the classroom and noted this is a cause for pride. Fifty-one percent of our student athletes earned a 3.0 or better last semester. While always striving to be better, he feels this is a good number. Nineteen student athletes earned a perfect 4.0. He noted that Associate Athletic Director and CPIA Academic Counselor Ellen Tripp and the Athletics staff work diligently, every day, to increase that number. AD Warde shared that the past concerns with the Men's Basketball academic progress rate is no longer a problem. For the first time in UConn history, in 2014 three national championships were won in the same year. Men's and Women's Basketball as well as Field Hockey all brought home national championships. Other highlights from Athletics this year include the opening of the new training facility. AD Warde closed by stressing that the academic progress of student athletes remains a top priority, and this starts with recruiting the right players. He urged faculty to bring any problems or concerns to his attention. He is proud to have a great group of student athletes who know our expectations on campus as well as in the community.

Senator Makowsky asked about excused absences. Specifically, with the conference realignment, are student athletes missing more classes, and is this information being tracked? AD Manuel responded that this information is tracked. Members of his staff have met with the University Senate Scholastic

Standards Committee to address these concerns. In order to avoid additional absence due to the geographic stretch of the conference, additional resources are being allocated to transportation, e.g., midweek travel and private charters.

6. The Annual Report of the President's Athletic Advisory Committee was presented by committee chair Kathleen Segerson.

(Attachment #22)

7. The Annual Report on the Coalition on Intercollegiate Athletics (COIA) was presented by Larry Gramling.

(Attachment #23)

Senator Caira asked for clarification of COIA's role and its relationship with NCAA. Dr. Gramling explained that COIA is made up of 64 Division 1 football schools. The committee was formed over a decade ago to address student athlete issues. The voice of COIA has helped to achieve positive results, and the NCAA has rectified some of the issues brought forth by COIA. Each eligible school has the opportunity to identify one or two representatives elected by its Senate. He noted that there are some Senates that have rejected the idea of COIA while other schools do have a University Senate. COIA is an arm of the Senate and tries to represent the Senate voice at any discussions.

7. The Faculty Athletics Report was presented by Scott Brown. Dr. Brown explained that each institution has a faculty representative and, in this role, he reports directly to President Herbst. He is a member of PAAC and works closely with Chair Kathleen Segerson lending his experience and vision to the committee. Last spring, the NCAA Faculty Athletic Representatives were asked to record missed classed time related to travel because there was concern about the geographic footprint of the new conference. A subcommittee was formed to address this issue. The committee's findings will be presented in a report due out in spring 2015. A variety of solutions are being discussed such as sharing resources when visiting another institution (library, WiFi, testing and classroom locations). He also works closely with Ellen Tripp with how tutors are trained and on line courses are monitored. Exit interviews are conducted with all graduating and transferring student athletes. It is important that the same opportunities are available to every student while providing appropriate checks and balances in independent study areas.

Athletic Director Warde Manuel shared that the Athletics Department is very supportive of scholar athletes, including writing recommendations when appropriate. He noted, for example, that student athlete Pat Lenihan was a Rhodes Scholar finalist and has achieved a 4.0. Although he was not selected,

the University is very proud of his accomplishments and his representation of UConn.

8. Senator Polifroni presented the Report of the Senate Executive Committee  
(Attachment #24)

Senator Renfro followed up on a point made in the report that UConn sets aside a minimum of 15% of tuition revenue for need-based aid. He commented that we are mandated by the state to set aside 15%. Senator Polifroni replied that we are mandated for the 15%; however, we are currently at 18.3%.

9. Approval of the Minutes  
With a ruling from the Senate President and Moderator that a quorum had been achieved, Moderator von Hammerstein presented the minutes of the November 3, 2014 meeting for review. Senator Makowsky moved acceptance; Senator Clark seconded.

**The minutes were approved as written.**

10. Moderator von Hammerstein presented the Consent Agenda.
  - 1) Report of the Curricula and Courses Committee  
(Attachment #25)

**The Senate voted to approve the Consent Agenda report as presented by Senator Darre.**

11. Moderator von Hammerstein asked the Senate to recognize Dr. Lawrence Gramling to present the report of the Scholastic Standards Committee. Dr. Gramling was recognized. Dr. Gramling presented the report of the Scholastic Standards Committee.  
(Attachments #26 & 27)

Action on a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.E.12, Semester Examinations and Final Assessments.

Minor wording corrections were requested as friendly amendments in II.E.12, para. 3. Dr. Gramling asked that the word “for” be added to the phrase “available an extended period” (to read, “available for an extended period”). Senator Caira asked that the word “though” be replaced with the word “although.”

**The motion to amend carried with the two grammatical corrections noted.**

Presentation of a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.B, II.B.11 and II.E.6

There was no discussion on the presentation of this motion

11. Moderator von Hammerstein called for any new business.

There was no new business brought forth.

12. There was a motion to adjourn.

The meeting was adjourned at 5:10pm

Respectfully submitted,

Thomas Lawrence Long  
Associate Professor in Residence  
School of Nursing  
Secretary of the University Senate

The following members were absent from the December 1, 2014 meeting:

Accorsi, Michael	Coundouriotis, Eleni	Luxkaranayagam,
Ammar, Reda	Desai, Manisha	Brandon
Bansal, Rajeev	Dey, Dipak	Ng, Colin
Barker, Keith	DiGrazia, Lauren	Nunnally, Shayla
Becker, Loftus	Dominguez, Teresa	Raheim, Salome
Bedore, Pamela	Ego, Michael	Recchio, Thomas
Beer, Dianne	English, Gary	Sanchez, Lisa
Benson, David	Fischer, Mary	Sanner, Kathleen
Biancamano, John	Gilbert, Michael	Scruggs, Lyle
Bradford, Michael	Gordina, Michael	Siegle, Del
Brenick, Alaina	Herbst, Susan	
Buenano, Eddison	Holsinger, Kent	Skoog, Annelie
Bushmich, Sandra	Jain, Faquir	Spiggle, Susan
Chazdon, Robin	Kendig, Tysen	Teschke, Carolyn
Chinchilla, Rosa	Lillo-Martin, Diane	Tilton, Robert
Clausen, John	Livingston, Jill	Torti, Frank
Cobb, Casey	Locust, Wayne	Tribuzio, Peter
	Love, Cathleen	Van Heest, Jaci
		Volin, John
		Weiner, Daniel
		Yelin, Susanne

**President's Athletic Advisory Council (PAAC)**  
**Report to the Senate**  
**December 1, 2014**



# Charge

The President's Athletic Advisory Committee (PAAC) advises and makes recommendations to the President on all matters related to intercollegiate athletics to ensure institutional control. In addition to intercollegiate athletics, its concerns include Recreational Services

Meets approximately three times per semester.

# Composition of Committee: 2014-2015

- **NCAA Faculty Rep** (Scott Brown)
- **University Senate Rep** (Larry Grambling)
- **Alumni Rep** (Daniel Blume)
- **Faculty** (Mark Boyer; Edna Brown (spring); Nancy Rodriguez; Kathy Segerson, chair)
- **Academic Staff** (Katrina Higgins)
- **Student Rep** (Parth Rana)
- **Athletic Staff** (Warde Manuel, AD; Ellen Tripp, CPIA)
- **President's Staff** (Rachel Rubin; Michael Kirk)



# Highlights/Issues: 2014

- **Coalition on Intercollegiate Athletics (COIA)**
  - Letter to D1 presidents calling for a vote to override recent NCAA Restructuring
  - Letter to Secretary of Education calling for establishment of a President's Commission on Intercollegiate Athletics Reform
  - Statement on NCAA Restructuring and Academic Integrity
- **Impact of NCAA Restructuring on UConn**
  - Pay to play
  - 4 year scholarships
- **Travel Commitments and Missed Class Time Reports**
- **Academic Reports for Individual Teams (majors, graduation rates, etc.)**
- **Courses (UNC scandal)**
  - Independent studies, online classes

# Other Activities/Issues

- **Facilities**
  - New basketball facility (athletic & academic space)
- **Coaches**
  - New football coach
- **Advising**
  - Counseling Program for Intercollegiate Athletes (CPIA)

# Upcoming Issues

- Drake Group's "Guidelines for Academic Integrity in Athletics" (December 2, 2014)
- Admissions for Athletes (Spring 2015)
  - Special admissions

# University Senate Report of COIA Activities December 1, 2014

Lawrence J. Gramling  
Member, COIA Steering Committee

# COIA opposes NCAA reorganization plan

Effort to develop a separate governance for “power 5” football conferences

- ▶ Could undermine NCAA mission re: student-athletes:
  - ▶ Could expand competition seasons for these schools
  - ▶ Could allow payments to student-athletes which could put financial stress on athletic departments
  - ▶ this in turn could cause a reduction in number of “Olympic sports” e.g., track, swimming, etc.

# COIA Ongoing activities:

COIA continues to engage faculties to monitor the effects of the increased pressure on the student-athletes:

- ▶ the competitive financial stresses on athletics departments and universities
- ▶ Issues of academic integrity of our institutions
  - ▶ Will be addressed at COIA Annual Meeting in February 2015

Senate Executive Committee Report  
To the University Senate  
December 1, 2014

Good Afternoon,

As noted earlier, we did not have a quorum to begin our meeting. Our by-laws state “a minimum of 25% of senators” is needed for a quorum, so we now have a quorum established. However, we must be cognizant of the fact that attendance at Senate meetings has been less than full capacity for this entire semester. Each of us is elected to represent a constituency and your participation in every senate meeting will achieve this outcome.

The Senate Executive Committee has met twice since our November 3<sup>rd</sup> meeting of the University Senate.

On November 14, the SEC met with Dr. Thulasi Kumar, Assistant Vice Provost for Institutional Research and Effectiveness (OIRE). He shared with us information about the SETs. We learned that the current response rate for the web based survey is at 42% and of this number 90% of the responses are submitted from laptops or personal computers outside of the classroom. Although this response rate is down from the 65% received when a paper based system was used, a decline is expected when an institution moves from paper to electronic. Whenever electronic mechanisms are used, the best expected response rate is in the 50% range. We talked about ways to increase this response and the importance of making our student body aware that the comments are reviewed and considered. We also discussed some of the history of the SET here at UConn and the changes made to this survey over the past few years. This may be a discussion that will be continued within the Faculty Standards Committee including use of the median instead of the mean.

In the SEC meeting with our standing committee chairs, we received some background information from the Student Welfare Committee on the recent incident surrounding the painting of the spirit rock. Further details were shared by Vice President of Student Affairs Michael Gilbert during the SEC meeting with Administrators one week later. We understand that due process is underway with both open police and Title IX investigations. We further understand that President Herbst will be meeting with student leaders from Greek Life and an external peer review of Greek Life will take place, as previously planned, in the spring semester. PIKE has apologized both on the rock and through a letter. This incident has had a significant impact on our community and has reached well beyond the walls of Alpha Kappa Alpha and Pi Kappa Alpha. It is our hope and expectation that through continued open dialogue and education, our institution will achieve and maintain a level of civility, diversity and equality which will both strengthen our community and allow us to set a positive example for our peers.

On November 21<sup>st</sup> the SEC met with Dr. Jeffrey Ogbar, former Vice Provost for Diversity, and Provost Choi in separate closed sessions. Following these meetings, we had the opportunity to hear reports from our administrators. In this session, Provost Choi shared it has been recognized that a review of the endowed professorship process is needed. Currently, there may be appointment letters without end dates or reappointments made by an ad hoc approach rather than through a rigorous process. He shared that there are 99 endowed chair professors at UConn. These faculty members are outstanding leaders in their fields. Dr. Kent Holsinger, Board of Trustees professors and several Deans will be asked to assist in this review process. Professors will be informed that the University will be going through this exercise. The goal is to strengthen this program and ensure that our standards remain high.

Provost Choi then shared a document showing AAU comparisons (Association of American Universities). Members of the Senate Growth & Development committee had requested some insight for AAU comparisons. UConn does not have a Rhodes Scholar. We are hopeful that our two very promising candidates this year will change that. Provost Choi acknowledged that UConn has many outstanding students, professors and faculty and questioned why they don't receive greater recognition from outside of our university. This can be achieved by having our leaders and peers take the nomination steps or by having someone reveal that they wish to be nominated. Recognizing the achievements of our peers in such a way can only serve to strengthen our institution. Provost Choi shared that twenty outstanding faculty have been selected by the university to receive a four year membership to AAAS (The American Association for the Advancement of Science). Memberships like this and, perhaps, committees within a school or college charged with the task of identifying significant contributions will help increase exposure to our outstanding resources here at UConn.

Chief Architect and Master Planner Laura Cruickshank shared highlights of the recent Master Plan town hall meeting. She stressed that the document is a framework to guide the future growth of the university. Previous feedback received by her office revealed that the plan appeared too prescriptive and locked as to locations. Therefore, you will note options throughout the plan. PAES is currently looking at all facilities and working with the UConn community to determine what is needed for the programs involved and where and how those needs may be best served. All information on the Master Plan is currently on the website at [masterplan.uconn.edu](http://masterplan.uconn.edu). Key elements of this plan are on display at the Babbidge Library. Ms. Cruickshank also shared a revised timeline for presentation to the Board of Trustees. The final draft presentation to the BOT is now expected at the end of February. The next draft master plan update town hall meeting will be held on December 8 at 5:00pm in Konover Auditorium.

Vice President Tysen Kendig shared that the new university website went live on November 20. If you haven't yet seen it, please take a moment to do so. This redesign now gives UConn one of the better web presences in the country which is important as this is, many times, the first impression prospective students and faculty will have of our university. The website is primarily designed for prospective students to gather information not readily accessible through Google or other searches. The keywords across the front banner were selected on the basis of usage both current and predicted. He also shared the ad that ran in the NYT on 11/7 during a major foundation meeting in NYC. The ad features the future thanking UConn for its activities of today.

Vice President for Enrollment Planning and Management Wayne Locust shared with the SEC that this has been a phenomenal recruitment season. With the two open house events offered this fall, UConn welcomed 900 more students than in previous years at open houses. Applications for admission are up over 12% from this time last year. The application deadline is January 15. He then shared a financial aid overview. UConn operates on a need blind process which means that the application process is separate from financial aid needs. Even with the many financial awards and assistance offered, we still do not meet the full need of our students. UConn sets aside a minimum of 15% of tuition revenue for need-based aid and 83% of all UConn undergraduate students receive some form of financial aid which could be in gift aid, loans or federal work-study employment. We commend the University's efforts to help so many of our students reach their goal of a high quality education.

As you are aware, the UAW is the designated bargaining agent for the graduate students. Two websites will provide helpful information for you to be informed of the negotiations. [www.gradunion.uconn.edu](http://www.gradunion.uconn.edu) is the website maintained by UConn administrators. [www.uconngradunion.org](http://www.uconngradunion.org) is the website hosted by UAW and the graduate students. The SEC recommends you keep abreast of the process and content as the first contract for our graduate students is negotiated.



As we head into the final week of classes, I want to recognize our committee members for the amount and depth of work they have accomplished this semester. Your commitment to our university and the issues that are important to our faculty, staff and students is very much appreciated.

Our next meeting will be Monday, February 5, 2015. I hope you all are able to take some time rest and recoup over the semester break.

Respectfully Submitted,

E. Carol Polifroni,  
Chair, Senate Executive Committee

**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**December 1, 2014**

**I. The Curricula and Courses Committee recommends approval to ADD the following new 1000- or 2000-level courses:**

- A. CE 2251 Probability and Statistics in Civil and Environmental Engineering  
*Proposed Catalog Copy*  
CE 2251 Probability and Statistics in Civil and Environmental Engineering (251) (Also offered as ENVE 2251.) Three credits. Recommended preparation: MATH 1131Q or 1151Q. Not open for credit to students who have passed CE 2210 or ENVE 2330. Fundamentals of probability theory and statistics. Hypothesis testing, linear and multiple regression.
- B. DMD 2542 Introduction to Game Scripting  
*Proposed Catalog Copy*  
DMD 2542 Introduction to Game Scripting  
Three credits. Prerequisites: Open only to DMD majors, others by instructor consent. Fundamentals of gameplay scripting utilizing a current game engine. Numbers, strings, assignment, loops, functions, arrays, and available engine commands.
- C. DMD 2550 Game Production  
*Proposed Catalog Copy*  
DMD 2550 Game Production  
Three credits. Prerequisites: DMD 2500. Open only to DMD majors, others by instructor consent. Practical investigation into the successful management of video game projects. Budgets, asset management plans, and risk evaluation of game development options. Relationship and team management, business aspects of the video game industry, and development of a video game project.
- D. ENGL 2603 Literary Approaches to the Bible  
*Proposed Catalog Copy*  
ENGL 2603 Literary Approaches to the Bible  
Three credits. Prerequisite: ENGL 1010 or ENGL 1011 or ENGL 2011.  
Critical approaches to, and literary and cultural influences of, the Bible in English translation.
- E. EEB 1893 Foreign Study  
*Proposed Catalog Copy*  
EEB 1893 Foreign Study  
Either semester. Credits and hours by arrangement, up to a maximum of 6 credits. Prerequisite: Consent of Department Head, program coordinator or advisor may be required prior to the student's departure. May be repeated for credit.  
Special topics taken in a foreign study program.
- F. EEB 2893 Foreign Study  
*Proposed Catalog Copy*

## EEB 2893 Foreign Study

Either semester. Credits and hours by arrangement, up to a maximum of 6 credits. Prerequisite: Consent of Department Head, program coordinator or advisor may be required prior to the student's departure. May be repeated for credit.

Special topics taken in a foreign study program.

## II. The Curricula and Courses Committee recommends approval to REVISE the following 1000- or 2000-level courses:

- A. ENVE 2251 Probability and Statistics in Civil Engineering (title and description, add cross-listing)

*Current Catalog Copy*

ENVE 2251 Probability and Statistics in Civil Engineering

(251) Three credits. Recommended preparation: MATH 1121Q or 1131Q. This course and ENVE 2330 or CE 2210 may not both be taken for credit.

Application of statistical principles to the analysis of civil engineering problems. Topics include probability, random variable distributions, hypothesis testing, and linear regression analysis.

*Revised Catalog Copy*

ENVE 2251 Probability and Statistics in Civil and Environmental Engineering

(251) (Also offered as CE 2251.) Three credits. Recommended preparation: MATH 1131Q or 1151Q. Not open for credit to students who have passed CE 2210 or ENVE 2330. Fundamentals of probability theory and statistics. Hypothesis testing, linear and multiple regression.

- B. MATH 2794W Mathematics Writing Seminar (pre-req and name change)

*Current Catalog Copy*

MATH 2794W Undergraduate Seminar II

(201W) Two credits. Prerequisite: MATH 2784; ENGL 1010 or 1011 or 2011.

The student will attend talks during the semester and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in MATH 2784.

*Revised Catalog Copy*

MATH 2794W Mathematics Writing Seminar

(201W) Two credits. Prerequisite: ENGL 1010 or 1011 or 2011, and one of the following: (1) MATH 2144 or (2) one of MATH 2110, 2130, 2143 and one of MATH 2210, 2410, 2420.

Contemporary topics in mathematics.

## III. The Curricula and Courses Committee recommends approval to DELETE the following 1000- or 2000-level courses:

- A. POLS 1007 Introduction to Human Rights

## IV. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee recommend approval of the following new 3000- and 4000-level courses in the W competency:

## A. POLS 3429/W Political Violence

*Proposed Catalog Copy*

POLS 3429 Political Violence

Three credits. Open to Juniors and Above. Recommended preparation: POLS 1402

Nature and origins of violence, including torture, genocide, terrorism, and civil war, on the part of individuals, non-state groups, and states.

POLS 3429W Political Violence

Three credits. Open to Juniors and Above. Prerequisite: ENGL 1010 or 1011 or 2011.

Recommended preparation: POLS 1402

**V. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee recommend approval of the following revisions to 3000- and 4000-level courses in the W competency:**

## A. ARTH 3640/W Mexican and Chicano Art, 19th Century – Present (Title and description change)

*Current Catalog Copy*

ARTH 3640 Mexican and Chicano Art, 19th Century – Present

Three credits. Prerequisite: Open to juniors or higher.

Topics in Mexican and Chicano art from Mexican Independence to the present.

ARTH 3640W Mexican and Chicano Art, 19th Century – Present

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

*Revised Catalog Copy*

ARTH 3640 Mexican &amp; Chicano Art from Muralism to La Raza

Three Credits. Prerequisite: Open to sophomores or higher.

Topics in Mexican and Chicano art from Mexican Independence to the present.

ARTH 3640W Mexican &amp; Chicano Art from Muralism to La Raza

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; Open to sophomores or higher.

Topics in Mexican and Chicano art from Mexican Independence to the present.

## B. ARTH 3645/W Caribbean Art, 19th Century – Present (Title and description change)

*Current Catalog Copy*

ARTH 3645 Caribbean Art, 19th Century – Present

Three credits. Prerequisite: Open to juniors or higher.

A survey of art and visual production in the Caribbean from the 1804 Haitian Revolution to the present.

ARTH 3645W Caribbean Art, 19th Century – Present

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

A survey of art and visual production in the Caribbean from the 1804 Haitian Revolution to the present.

*Revised Catalog Copy*

ARTH 3645 From Revolution to Reggae: Modern &amp; Contemporary Caribbean Art

Three Credits. Prerequisite: Open to sophomores or higher.

A survey of art and visual production in the Caribbean from the 1804 Haitian Revolution to the present.

ARTH 3645W From Revolution to Reggae: Modern & Contemporary Caribbean Art

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; Open to sophomores or higher.

A survey of art and visual production in the Caribbean from the 1804 Haitian Revolution to the present.

- C. ECE 4099W Independent Study in Electrical and Computer Engineering (Enrollment restriction)  
*Current Catalog Copy*

ECE 4099W Independent Study in Electrical and Computer Engineering

Prerequisite: ENGL 1010 or 1011 or 2011; consent of instructor

*Revised Catalog Copy*

ECE 4099W Independent Study in Electrical and Computer Engineering

Prerequisite: ENGL 1010 or 1011 or 2011; consent of instructor; open only to students in the School of Engineering.

- D. URBN 4000/W Understanding Your Community (Pre-Req and enrollment restriction change)  
*Current Catalog Copy*

URBN 4000 Understanding Your Community

Three credits. Recommended preparation: Three courses within the Urban and Community Studies major. With a change in content, may be repeated for credit.

Examination of an urban area or local community. Production of a detailed case study including historical perspective, analysis of issues and stakeholders, evaluation of internal strengths and weaknesses as well as external threats and opportunities. Proposal of strategies for addressing problems and advancing equity, growth, and development.

URBN 4000W Understanding Your Community

Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

*Revised Catalog Copy*

URBN 4000 Understanding Your Community

Three credits. Prerequisite: URBN 2000; open to UCS majors in their senior year only.

Examination of an urban area or local community. Production of a detailed case study including historical perspective, analysis of issues and stakeholders, evaluation of internal strengths and weaknesses as well as external threats and opportunities. Proposal of strategies for addressing problems and advancing equity, growth, and development.

URBN 4000W Understanding Your Community

Prerequisite: ENGL 1010 or 1011 or 2011, and URBN 2000; open to UCS majors in their senior year only.

- VI. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee recommend approval to delete the following 3000- and 4000-level courses in the W competency:**

A. OSH 3277W Hazardous Chemicals

B. OSH 4221W Trends in Environmental and Occupational Safety

**VII. The Curricula and Courses Committee and the General Education Oversight Committee recommend addition of the following courses in Content Area 2 – Social Science**

A. EPSY 2810 Creativity: Debunking Myths and Enhancing Innovation

Respectfully Submitted by the 14-15 Senate Curricula and Courses Committee: Pamela Bedore – Chair (Fall 2014), Eric Schultz – Chair (Spring 2015), Marianne Buck, Marie Cantino, Michael Darre, Douglas Hamilton, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Samuel Martinez, Daniel Mercier, Shayla Nunnally, Maria Ana O’Donoghue, Jaci Van Heest, Jake Broccolo (student rep)

11/19/14

**UNIVERSITY OF CONNECTICUT**  
**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
**December 1, 2014**

## **I. Semester Examinations and Final Assessments**

### **A. Background**

This proposal does not pertain to the full section of the By-Laws, Rules, and Regulations of the University Senate II.E.12. It excerpts specific language related to the authority of instructors to determine course assessments. By-Laws language related to bunched assessments was referred back to Scholastic Standards at the October 6, 2014 Senate meeting. It is thusly omitted from this proposal; however, language on bunched assessments remains part of the By-Laws. Any newly proposed changes to bunched assessments language within the By-Laws will be presented at a future Senate meeting.

The changes proposed herein articulate the responsibility of instructors of undergraduate courses to provide a clear form of assessment of student work; final assessments are no longer mandated. Further, this change replaces the use of “final examination” with “final assessments”, where appropriate. An earlier By-Laws change allows for the administration of assessments in lieu of final examinations; however, this change was not reflected comprehensively in the language of the By-Laws.

### **B. Current Relevant By-Laws**

By-Laws, Rules, and Regulations of the University Senate II.E.12

#### *12. Semester Examinations and Final Assessments*

a. During the semester, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule can be granted by the deans of the school or college in which the course is offered. Courses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from examinations given during the semester decisions regarding possible make-up examinations shall be the prerogative of the instructor.

It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, the assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to proctored in-class examinations, projects in project based courses, portfolios in writing intensive courses, and take-home finals, for example.

In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to compromise instructional time at the end of the semester. In the case of in-class and other proctored

final examinations, these examinations must be given in the places and at the times scheduled by the university. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university's bunched final examination policy will apply.

The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.

A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam must apply to the Office of Student Services and Advocacy for an excuse that will authorize the student's instructor to give a makeup.

A student whose absence from a final examination is not excused in this way shall receive a failure for this examination. A student whose absence is excused by the Office of Student Services and Advocacy shall have an opportunity to take an examination without penalty.

Each instructor shall determine in his or her own courses the weight to be assigned to the final examination in computing the semester grade of a student.

Each instructor in charge of a course is expected to assume responsibility for proctoring semester examinations, including the final examination.

### **C. Proposal to Senate: Motion**

**To amend the By-Laws, Rules and Regulations of the University Senate as follows:** (Deleted items in ~~strikethrough~~; new language underlined).

#### **II.E.12. Semester Examinations and Final Assessments**

~~It is required that all~~ Instructors of undergraduate courses shall provide a clear form of ~~final~~ assessment of student work. ~~at the end of the semester, the assessment that~~ shall be ~~consonant~~ consistent with and sufficient for the learning goals of the course. ~~Such assessment may include but is not limited to proctored in-class examinations, projects in project based courses, portfolios in writing intensive courses, and take home finals, for example.~~

During the semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule ~~can~~ may be granted by the deans or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of cCourses for which such exception has been granted shall carry a footnote to that effect in the published Directory Schedule of Classes. In the event of student absences from in-class ~~assessments~~ examinations given during the semester, decisions regarding possible make-up examinations assessments shall be the prerogative of the instructor.

~~In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to~~



compromise instructional time at the end of the semester. ~~In the case of~~ In-class and other proctored final examinations, ~~these examinations~~ must be given in the places and at the times scheduled by the ~~the~~ University. In the case of online final examinations, though faculty may choose to make examinations available an extended period of time, students must be allowed the opportunity to take the examination during the time scheduled by the University. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university's bunched final examination policy will apply.

Each instructor shall determine ~~in~~ for his or her own courses the weight to be assigned to the final ~~examination~~ assessment in computing the semester grade of a student. Each instructor in charge of a course is ~~expected to~~ will assume responsibility for proctoring ~~semester examinations~~ in-class assessments, including ~~the final examination~~ those during finals week.

~~The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.~~

A student who is prevented by sickness or other unavoidable causes from ~~attending~~ completing a scheduled ~~exam~~ final assessment must apply to the ~~Office of Student Services and Advocacy~~ Dean of Students or designee ~~for an excuse for validation~~ that will authorize the student's instructor to give a ~~makeup~~ substitute assessment. A student whose absence is excused by the ~~Office of Student Services and Advocacy~~ Dean of Students or designee shall have an opportunity to ~~take an examination~~ complete a substitute assessment without penalty. A student whose absence from a ~~scheduled~~ final examination ~~assessment~~ is not excused in this way shall receive a failure for this ~~examination~~ assessment.

**UNIVERSITY OF CONNECTICUT**  
**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
**December 1, 2014**

**I. Dean of Students or designee**

**A. Background**

This proposal will affix the words “or designee” to “Dean of Students Office” or “Dean of Students,” where appropriate. This language acknowledges that actions carried out by the Dean of Students Office are often done so through designees at the Storrs and regional campuses. These changes affect the following sections of the By-Laws, Rules, and Regulations of the University Senate: II.B., II.B.11, and II.E.6. Several small editorial changes that do not affect process are also included in this motion.

**B. Current Relevant By-Laws**

**II.B. Academic Advising and Registration**

**Full-Time and Part-Time Students**

Students are admitted to the University with full-time status, which requires their carrying at least 12 credits each semester. Students seeking to obtain part-time status, that is, carry fewer than 12 credits, must obtain written approval from the deans of the schools/colleges in which they are enrolled. Part-time students may not participate in any extra-curricular activity involving intercollegiate competition except by permission of the Dean of Students. Part-time status also affects financial aid, scholastic probation and dismissal, and could affect eligibility for University housing.

**II.B.11 Withdrawals and Leaves of Absence**

A student who withdraws from the University at any time before the final examinations in a semester shall receive no credit for courses taken nor be charged with any failures during the semester.

No student who withdraws after the end of the sixth week of a semester will be permitted to register for a subsequent semester without the permission of the Dean of Students or designee. It is understood that when such permission is sought, the Dean or designee will ascertain the standing of the student at the time when he or she withdrew. For purposes of application for readmission such students shall be treated as a dismissed student if his or her standing at the time of withdrawal is such that if it were continued to the end of the semester he or she would then be subject to dismissal.

A student in good standing who leaves the University at the end of a semester and is out of residence for one or more semesters may re-enter at the beginning of any later semester upon application to the Dean of Students Office. The attention of such students is called to the fact that special permission is needed to count courses taken more than eight years before graduation (see II.C.1.e).

All students withdrawing from the University for any reason must complete the proper forms through the Dean of Students Office.

Students in good standing who wish to withdraw from the University may apply to the Dean of Students Office for Leave of Absence, which will permit them to resume their studies in a semester specified by mutual agreement. Normally the period of such leaves would not exceed three semesters. Students called to active duty are afforded additional consideration and should contact the Dean of Students Office to review their circumstances.

#### II.E.6 Grades of Incomplete and Absent

The grade of Incomplete shall be reported only when a portion of the assigned work has not been completed because of the necessary absence of the student or other reason equally satisfactory to the instructor, and then only when the instructor judges the work already done by the student to be of passing quality.

A student who is absent from a semester examination shall be given a grade of Absent if in the opinion of the instructor the student might by means of a satisfactory performance on the examination complete the work of the course with a passing grade; if in the opinion of the instructor such a student would fail the course regardless of the result of the examination, the student shall be given a grade of F. When a grade of Absent is given, the student may have a later opportunity to take an examination if the absence is excused by the Dean of Students. Excuse will be granted only if the absence is due to grave cause such as the student's serious illness, or the serious illness or death of some member of the immediate family.

Students may obtain credit for courses in which their grades are Incomplete or Absent only by completing the work of the course in a satisfactory manner before the end of the third week of the next semester. If this is not done the grade in the course becomes a failure. The report of the satisfactory completion of such a course shall be by letter grade. In exceptional instances an extension of time for making up Incomplete or Absent grades may be granted by the Dean of Students after consultation with the instructor.

An Incomplete or Absent grade signifies that credit has not been earned at the end of the semester and may subject the student to scholastic probation or dismissal.

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