

**MINUTES OF THE UNIVERSITY SENATE**  
**April 6, 2009**

1. The regular meeting of the University Senate for April 6, 2009 was called to order by Moderator Spiggle at 4:02 PM.
2. Approval of Minutes

Moderator Spiggle presented the minutes from the regular meeting of February 2, 2009 for review.

The minutes were approved.

3. Moderator Spiggle stated the Annual Reports for the following committees have been posted to the Senate web site and will be included in the minutes of this meeting. These reports were originally to have been presented at the March meeting of the Senate, which was cancelled due to inclement weather:

Curricula and Courses Committee (Attachment #36)  
 Growth and Development Committee (Attachment #37)  
 Student Welfare Committee (Attachment #38)

Moderator Spiggle asked the floor if there were questions or comments regarding the reports.

Senator Ratcliff commented on the Student Welfare Committee report. The committee wished to emphasize the concern expressed in the annual report that the support structure for International Students is understaffed. She noted that this presents particular difficulties for undergraduate international students. The Student Welfare Committee recommends discussion of these issues by all pertinent constituencies and officers of the University.

4. Report of the President

Provost Peter Nicholls presented the Report of the President.

Provost Nicholls asked Tammy Gifford to come forward and then presented her with a certificate of appreciation for ten years of service to the University.

Provost Nicholls introduced University Vice President and Chief Financial Officer Richard Gray to the Senate and then provided a budget update for the Storrs and regional campuses.

The Storrs and Regional Campus budget is a little less than one billion dollars--\$939M. Approximately one-third comes from the state, a third from tuition, 20% from auxiliary services and 15% from contracts and gifts. Approximately 58% of the University's expenses are personnel costs. Approximately 25% are equipment and operating supplies. 10% (close to \$100 million) is in financial aid and 8% is research support other than equipment. Last fall, the Governor exercised her authority to rescind a portion of the University's budget and

asked for a return to the state of 3%. Connecticut's State Constitution permits the Governor to make adjustments up to 5% annually. The recent additional 2% rescission to bring the total rescission percentage to the maximum allowed. The reduction amounts to approximately \$6.3 million. The majority of the fiscal year is over and therefore the majority of the budget has already been spent making the additional rescission difficult to meet. UConn Administration plans to meet the 2% rescission by implementing the CORE recommendations and using reserve funds. The Board of Trustees has closed some centers and institutes, ended some degree programs, and merged some units. Provost Nicholls forewarned the Senate that it is likely that more actions of this kind will be forthcoming.

In fiscal-year 2010, the University is facing a \$34M reduction and in fiscal-year 2011, a \$50M reduction. This will translate to budget shortfalls of 10% and 15% respectively. SEBAC is currently meeting with State officials to discuss wage and benefit concessions. If we get a full wage freeze we can manage the 10% shortfall for FY10 but not for FY11. Further cuts will be realized through examination of the Strategic Plan, implications of that plan and through further modifications to programs. For example, there has not been a systematic review of graduate programs before and that is now being undertaken.

On April 1 the Office of Policy and Management asked the University for scenarios that would reflect additional reductions of 5%, 10%, and 15%. If cuts of this magnitude actually were to come to pass it would require massive and devastating reductions in our programs of the magnitude of closing schools and programs. These cuts would total amounts equal to the budgets of entire schools and are the equivalent of the budgets of the entire regional campus program. Provost Nicholls warned that these plans will undoubtedly leak and although some of the motivation for this request may be political these plans will cause great concern and pain among members of our community whether or not they actually come to pass.

Provost Nicholls noted a position announcement has been posted for the Vice Provost for Academic Administration position. This is not a new position but is rather the position that was vacated by Suman Singha when he moved to the Graduate School and which is now filled on an interim basis by Nancy Bull.

The Provost referred to the new policy concerning tuition on grants which asks that faculty submitting proposals include 60% of the in-state tuition for graduate students supported under the grant. The policy applies to new grants beginning this summer. It is anticipated this policy change will produce \$2 to \$3M per year and given the present budget climate must now be imposed. He also referred to the new policy concerning the use of only full-time graduate assistants in graduate teaching assistant positions. The mechanism just put in place does not prohibit part-time TA's. The use of half-time TA's is important to the functioning of several schools and colleges. The University will allow this practice to continue but the units will have to budget to help recoup some of the increased benefit costs that result from splitting the assistantship between two students. In the future it may be necessary to ask for support for their tuition as well.

Provost Nicholls responded to Senator Ratcliff's comments concerning the support of international students stating he has noted the committee's concerns and that the University

has some legal commitments to fill. However, this is a difficult time to expand staffing in any way.

Senator Shultz thanked the Provost for his comments, and then inquired if there would be an increase to graduate student fees in addition to tuition cost increases. The Provost stated that he had not seen any specific proposals to increase fees and noted it would have to be approved by the Board of Trustees in the same way as an increase in tuition.

Senator Pratto commented on the SEBAC negotiations concerning early retirements and asked about plans for meeting the teaching responsibilities of these retirees. The Provost responded that we have in place mechanisms to cover these classes on a case-by-case basis with adjuncts, assistant professors in residence or graduate students. These requests will be handled first by the hiring committee which will then pass the recommendations on to the central administration.

5. Senator Freake presented the report of the Senate Executive Committee. (Attachment #39)
6. Vice President Makowsky presented the Annual Report of the Work/Life Oversight Committee. (Attachment #40)
7. Vice President Singha presented the Annual Report of Vice President for Research and Graduate Education. (Attachment #41)

Senator Singha presented graduate student application and new enrollment numbers and commented they have continued on an upward trend. The University has continued its emphasis on the recruitment of graduate students from under-represented minorities. There have been increases in number of applicants and subsequent enrollments of minority students.

With regards to Internal Program Support, Senator Singha announced that there are no plans to reduce available funds. The 2008 Report of Sponsored Project Activity is available on the University's web site. In the past this report has been distributed in hard copy but this year, as a cost saving measure, it will appear only electronically.

Senator Singha reviewed the University's efforts to become accredited by the Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC). The University of Connecticut is not presently accredited but has been working diligently towards these goals. He expects the University will become eligible for AAALAC accreditation before the end of the summer.

The American Recovery and Reinvestment Act and its implications were also reviewed. Senator Singha stated it is a challenge to keep up with the availability of funds as the

situation changes very quickly, but efforts are being made to keep the university community aware of opportunities for funding under this act.

Senator Tuchman inquired about the retention of under-represented minority graduate students. Senator Singha responded he would provide the data to Senator Tuchman.

8. Moderator Spiggle brought forward the motion made by Senator Thorson during the December 8, 2008 meeting of the Senate: "To eliminate the W requirement as a cost saving measure." Senator von Hammerstein presented information concerning the present W requirement, including pros and cons of the program and the on-going writing assessment. (Attachment #42)

Senator Goodheart inquired about the availability of seats in W classes. Senator von Hammerstein responded that it is difficult for some students because most W courses are full. Senator Makowsky offered that when it becomes difficult, individual departments step up and make it possible for their own students to fulfill the requirements by expanding offerings or by reserving seats in existing W sections for their own majors.

Senator Tuchman stated that she did not understand how we could discuss W courses independently of their economic implications. She offered the W requirement protects a certain number of classes from increasing beyond 19 students. If there were no W courses, she fears that there would be no small classes at all. Senator Kazerounian stated that he did not think the Senate was at a point where it could vote on the motion. He requested more information concerning costs and so on before any vote is attempted.

Senator Strausbaugh asked for clarification on intermediate writing courses. Senator von Hammerstein responded, they are "any course" that may not be in the major. Students tend to take them not necessarily because they are interested in the subject matter, but rather because they need the W skill designation.

Lynn Bloom, AETNA Chair in Writing, stated she teaches W courses and that many of the courses in the English Department are not taught to English majors--many are "intermediate" W courses. She described the contents of one of these courses, a "coming of age" course and discussed its benefits, many of which are derived from the writing experiences in the class. Many students take this class because of the W designation but also receive excellent content as well as the writing credit.

Senator Freake agreed with Senator Kazerounian and reminded the Senate that the Budget Committee is charged with examining the costs of the W requirement. He believes that the "writing in the major" courses are laudable and effective but that many of the other W courses (the "intermediate" courses) may be much less effective. He asked Tom Deans about data arising from assessment of writing in the major courses and whether it was controlled for GPA. The response was negative.

Senator Hiskes asked about the sacredness of the maximum of 19 students per section and asked what would happen if the Senate raised the number to 22 or 23. Senator Makowsky

replied, if this happens, where would it stop? The 19 figure allows us to increase the number of “classes with fewer than 20 students” that we provide to *US News and World Report*.

Senator Pratto commented that there are many ways to save money and asked why we as faculty members should be interested or involved in saving money. She praised the small W classes as excellent venues for teaching and getting to know students.

Senator English commented that he had always been a strong supporter of W courses, especially in the major but now wonders if the W requirement has fulfilled its intended purpose. He stated there are no data that suggest that the intermediate W course has any impact. There is a great deal of time and effort on the part of faculty with no evidence that it makes any difference at all. Many departments cannot offer W courses to students outside their own majors. He believes its time to assess the system and what it accomplishes and what it courses.

**Senator English moved to refer the question of whether to alter or suspend the W requirement to the Senate Courses and Curriculum Committee with a report to be presented to the full Senate in the fall semester.**

Senator Thorson stated support for Senator English’s comments. Senator Zirakzadeh requested a specific date for the report.

**Senator English moved to amend his motion to require the report by the December Senate Meeting.**

Senator von Hammerstein supported the main motion to refer the issue to the Senate Courses and Curriculum Committee. Senator Clausen spoke in opposition to referring at this time to allow more debate on the Senate floor during this meeting. Senator Goldman spoke against the December deadline for the report citing research design reasons and suggested a later time.

**Senator Tuchman moved to postpone a vote on referring this issue to committee for ten minutes to allow for limited further discussion.**

**The motion carried.**

Senator Strausbaugh commented that this discussion should be about more than just the W because there are many models of instruction addressing communication beyond writing *per se*. Senator Paul commented that Law School and Medical School admissions committees examine whether or not students have had a serious writing experience. Senator Bennett spoke in favor of a writing program stating that the real question is not about W courses but rather about how to teach students to be better writers. Senator English stated that no one wants to do away with writing instruction, but rather that he and others wanted potentially to improve writing.

Thomas Deans, Director of the Writing Center, warned that we should not expect too much from a study and assessment of this sort because we do not know this sort of thing about any of the University's courses. He stated a "numbers" report would not be possible.

The ten minute postponement expired. Senator English's amended motion was brought forth.

**Senator English amended the amended motion to state that the attributes of the report should be developed in the best judgment of C&C Committee and that the report should be made to the Senate at the February meeting.**

**The motion to amend carried.**

**The main motion as amended carried.**

9. Senator Smith presented the Report of the University Budget Committee.

(Attachment #43)

The report contains the Budget Committee's response to the Graduate Tuition Task Force Report and the following:

**Motion: In view of the recently announced policy change (Provost's email of 3/20/09) with respect to graduate tuition charges for research assistants on grants, the University Senate (through the Senate Budget Committee) will monitor the financial impact of this change over the next three years. The Senate recommends that the Graduate Faculty Council perform a similar function with regard to the academic impact of this change.**

Senator Shultz spoke in support of this motion. Senator Strausbaugh raised the possibility that observations concerning the new policy might be affected by the new economic stimulus proposals. Senator Singha responded that it should be possible to sort this out.

**The motion passed.**

10. Senator Fox presented the Report of the Nominating Committee.

(Attachment #44)

- A. We move the appoint Faquir Jain to Chair the Growth & Development Committee effective immediately with a term ending June 30, 2009.
- B. We move to appoint the following members to the named committee effective immediately with a term ending June 30, 2009.

Jim Hintz, ex-officio non-voting member, to the Student Welfare Committee  
Oluchukwu Oguibe to the Diversity Committee  
Willena Price to the Diversity Committee

Robert Stephens to the Diversity Committee

C. We move to appoint Michael Young to the General Education Oversight Committee effective immediately with a term ending June 30, 2011.

D. We move the following student and staff deletions from the named committees:

Lia Albini, undergraduate, from the Student Welfare Committee  
 Dipti Dedhia, undergraduate, from the Curricula & Courses Committee  
 Wonchi Ju, undergraduate, from the Enrollment Committee  
 Dante Paolino, undergraduate, from the Curricula & Courses Committee  
 Lee Williams, ex-officio non-voting, from the Student Welfare Committee

E. We move the following student additions to the named committees effective immediately with a term ending June 30, 2009.

Brien Buckman, undergraduate, to the Enrollment Committee  
 Jonathan Choi, undergraduate, to the Growth & Development Committee  
 Duncan Craig, undergraduate, to the Curricula & Courses Committee  
 Meghan Perrone, undergraduate, to the Student Welfare Committee  
 Syed Naqvi, undergraduate, to the Curricula & Courses Committee

**Items A through E were presented as one motion.**

**The motion carried.**

11. Senator Fox presented the Slate of Nominees for the Senate's 2009-2010 standing committees. Committee membership will be voted upon at the May meeting.  
 (Attachment #45)

12. Senator Clausen presented the Report of the Scholastic Standards Committee.  
 (Attachment #46)

A. A motion to amend the by-laws, as presented at the February 2, 2009 Senate meeting, was displayed.

**Motion to amend the By-Laws, Rules, and regulations of the University Senate, section II.E.3 as follows:**

(Deleted items in ~~strikethrough~~; new language in **bold**)

3. Undergraduate Grades

Undergraduate grading shall be done according to a letter system in which A and A- shall represent excellent work; B+, B, and B-, very good to good; C+, C, and C-, average to fair; D+, D, and D-, poor to merely passing; F, failure; I for incomplete; X for absent from semester examination (see II.E.6 below); AUD for course auditors (see II.B.6). With the approval of the Senate Curricula and

Courses Committee, courses may be graded S to represent satisfactory work or U, unsatisfactory work. These courses may or may not award credit, but in neither case will grade points be awarded. With the approval of the Senate Curricula and Courses Committee, courses may be graded Y to identify non-semester related courses. When such a course is completed, a standard letter grade will replace the Y grade. If the course is not completed, the assignment of a semester grade shall be at the discretion of the instructor and the dean of the student's school or college. The letter N is used when an instructor does not submit a grade for a particular student. Temporary grades I, X, N, Y shall not suppress the calculation of either the semester or the cumulative grade point average; ~~however in such cases, the grade point average will be bracketed on the academic record.~~

N and Y temporary grades are replaced on the academic record by the actual grade when submitted by the instructor. Work to convert I, N, X temporary grades to permanent grades must be completed by the end of the third week of the **next semester** ~~subsequent semester in which a student is enrolled~~. An N grade which remains unresolved will become N F and be computed as an F. If no grade is submitted for a grade of X, the grade will automatically revert to F and will be shown as X F.

If no grade is submitted to replace the grade of I, the automatic F will be shown as I F.

The following grade points per credit shall be assigned to grades: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.

No student who has failed in a course shall have further opportunity to receive credit in that course except by repeating the work.

In all non-credit courses students shall be reported as passed "P" or failed "F".

### **The motion carried.**

- B. Senator Clausen presented a motion concerning the conferral of degrees for action at the May meeting of the University Senate

#### **Motion to amend the By-Laws, Rules and Regulations of the University Senate Section II.C.3 as follows:** (Deleted items in ~~strikethrough~~; new language underlined).

##### 3. Conferral of Degrees

Degrees will be conferred three times annually: on Commencement Day in May ~~and December, and~~ on August 24 following the summer sessions, and on the Sunday following the end of final examinations in December. Students who do not complete work for the degree by one conferral date may qualify for the next conferral date by satisfactorily completing all graduation requirements.



The University has ~~two~~ one Commencement Days each year, in May, following the spring semester, ~~and in December, following the fall semester~~. Students who are candidates for May or the following August may participate in the May Commencement. ~~Students who are candidates for December and those who will complete their requirements in the following January may participate in the December Commencement.~~ Students who received degrees at the end of the previous summer or fall semester and students who anticipate completing degree requirements by the May Commencement or the following August may participate.

13. Senator Darre presented the report of the Courses and Curricula Committee, including actions for inclusion and deletion of new courses.

(Attachment #47)

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

**A. ECON 1179 Economic Growth and the Environment**

Either semester. Three credits. Not open to students who have passed Econ 1000 or Econ 1107. Morand. Simple economic concepts and tools and their application to the interactions between growing economies and the environment. Concepts include: supply and demand; models of economic growth; theory of externalities; valuation of natural capital and environmental services; trade theory.

**B. CSE 1010 - Introduction to Computing for Engineers**

Both semesters. Three credits. Two class periods and one two-hour laboratory period per week. No previous programming experience required. Not open for credit to students who have passed CSE 110C, 123C, 130C or 1100(C). Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.

**II. The curricula and Courses Committee recommends approval of REVISIONS for the following 1000 or 2000 level courses:**

**A. ECE 1101 Electrical & Computer Engineering. (Change in pre-requisites)**

**Current Title and Catalog Copy**

ECE 1101 Electrical and Computer Engineering Tools

Second semester. One credit

An introduction to the modern computer tools used for circuit analysis, signal and system analysis, control and data acquisition

**Revised Title and Catalog Copy**

ECE 1101 Electrical and Computer Engineering Tools

Second semester. One credit. Not open for credit to students who have passed ECE 3101. An introduction to the modern computer tools used for circuit analysis, signal and system analysis, control and data acquisition

**B. BADM 3710 Principles of Managerial Accounting C&C (Change number to 2710)  
Current Title and Catalog Copy**

BADM 3710. Principles of Managerial Accounting (210) Either semester. Three credits. Prerequisite ACCT 2001; open to Juniors or higher. Not open to students who have passed or are taking ACCT 2101. Will not substitute for ACCT 2101 for students who enter the School of Business. May not be used to satisfy Junior-Senior level major requirements of the School of Business.

A survey of internal reports to managers for use in planning and controlling operating systems, for use in decision-making, formulating major plans and policies, and for costing products for inventory valuation and income determination.

**Revised Title and Catalog Copy**

BADM 2710. Principles of Managerial Accounting (210) Either semester. Three credits. Prerequisite ACCT 2001. Not open to students who have passed or are taking ACCT 2101. Will not substitute for ACCT 2101 for students who enter the School of Business. May not be used to satisfy Junior-Senior level major requirements of the School of Business.

A survey of internal reports to managers for use in planning and controlling operating systems, for use in decision-making, formulating major plans and policies, and for costing products for inventory valuation and income determination.

**C. MCB 2410 Genetics (Change in catalog copy)**

**Current Title and Catalog Copy:**

2410. Human Genetics

(200) Either semester. Three credits. Two lectures and one problem session. Not open to students who have passed MCB 2400. Prerequisite: BIOL 1107. Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.

**Revised Title and Catalog Copy:**

2410. Genetics

(200) Either semester. Three credits. Two lectures and one problem session. Not open to students who have passed MCB 2400. Prerequisite: BIOL 1107. Principles of eukaryotic genetics.

**III. The curricula and Courses Committee recommends approval of S/U grading for the following courses:**

**A. ENGR 3281 Engineering Internship**

One or more summer semesters. No credit. Hours by arrangement. Pre-requisite: Consent of the program director. May be repeated. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory)

This course provides an opportunity for students to participate in a work environment to gain practical experience and to exercise problem solving skills.

**B. ANSC 2699 Independent Study.**

**Current Title and Catalog Copy**

2699. Independent Study

(299) Either or both semesters. Credits and hours by arrangement of instructor.

May be repeated for credit. Instructor consent required.

**Revised Title and Catalog Copy**

2699. Independent Study

Either or both semesters. Credits and hours by arrangement of instructor. May be repeated for credit. Instructor consent required. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**C. ANSC 2690 Animal Science Field Excursion**

**Current Title and Catalog Copy**

2690. Animal Science Field Excursions

(291) Either semester. One credit. Open only with instructor consent. May be repeated for credit with a change of topic.

A multiple day field trip format. Students in this course will travel with the instructor to visit and tour agri-businesses that represent commercial aspects of different animal science activities. Students will interview agri-business personnel and gain an understanding of how agricultural principles are applied in the field. Each student must submit a formal written report for evaluation and meet all other course requirements as specified by the instructor. Field trip is required

**Revised Title and Catalog Copy**

2690. Animal Science Field Excursions

(291) Either semester. One credit. Open only with instructor consent. May be repeated for credit with a change of topic.

A multiple day field trip format. Students in this course will travel with the instructor to visit and tour agri-businesses that represent commercial aspects of different animal science activities. Students will interview agri-business personnel and gain an understanding of how agricultural principles are applied in the field. Each student must submit a formal written report for evaluation and meet all other course requirements as specified by the instructor. Field trip is required. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory)

**D. PNB 3279 Insights into Dental Science and Clinical Medicine**

**Current Title and Catalog Copy**

PNB 3279 Insights into Dental Science and Clinical Medicine

Second semester. One credit. One 2-hour lecture period over a ten-week period. Open to honors students. Open to non-honors students with instructor consent.

A seminar series in which Medical and Dental School faculty from the Farmington

Campus provide exposure to the basic sciences supporting dental and medical clinical practices.

**Revised Title and Catalog Copy**

PNB 3279 Insights into Dental Science and Clinical Medicine

Second semester. One credit. Weekly two hour lecture for ten weeks. Open to honors students, to others with consent of instructor. Presentations by Medical and Dental School faculty on basic sciences supporting dental and medical clinical practices. Students taking the course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**E. ENGL 3082 Wiring Center Practicum**

Either semester, One credit. Prerequisite: ENGL 1010 or 1011 or 3800.

Consent of instructor is required. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Introduction to Writing Center pedagogy, theory and research methods. Intended primarily for Writing Center staff.

**IV. The curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 2, Social Sciences:**

A. ECON 1179 Economic Growth and the Environment

**V. The curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 3, Science and Technology – NON-LAB Course**

A. ENGR 1101 Living in an Engineered World

**VI. The curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 4, Diversity and Multiculturalism INTERNATIONAL**

A. SOCI 3823 Sociology of Law: Global and Comparative Perspectives

B. ENGL 3320 Literature and Culture of India

**VII. The curricula and Courses Committee recommends approval to DELETE the following from the General Education Content Area 1, Arts and Humanities.**

A. ENGL 3409 The Modern Novel (replaced by ENGL 2409)

**VIII. The curricula and Courses Committee recommends approval to REVISE the following General Education Writing Competency courses:**

A. HIST 3101W History through Fiction (Allow repeatable for credit with a change in topic)

**Revised Title and Catalog Copy**

**3101W. History through Fiction**

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to juniors or higher. What classic novels and other works of fiction reveal about major historical periods and themes in history. Variable topics. May be offered from an American or European perspective. With a change in topic, this course may be repeated for credit.

**B. GSCI 4050W Geoscience and Society (Change in pre-requisites)****Current Title and Catalog Copy**

GEOL 4050W. Geoscience and Society

(290W) Second semester. Three credits. Prerequisite: GEOL 1050 or 1051; ENGL 1010 or 1011 or 3800; or instructor consent; open to juniors or higher.

Application of fundamental geological principles to issues of concern to society such as global climate change; wildfires; drought and water resources; earthquake, volcano, and tsunami hazards; medical geology; energy resources; sustainability; and coastal processes.

**Revised Title and Catalog Copy**

GSCI 4050W. Geoscience and Society

(290W) Second semester. Three credits. Prerequisite: GSCI 1050 or 1051; at least two 2000-level or higher GSCI courses one of which may be taken concurrently; ENGL 1010 or 1011 or 3800; or instructor consent; open to juniors or higher.

Application of fundamental geological principles to issues of concern to society such as global climate change; wildfires; drought and water resources; earthquake, volcano, and tsunami hazards; medical geology; energy resources; sustainability; and coastal processes.

**C. ECON 3491W Internship – Research Paper (Change to 2491W)**

3491. Internship – Research Paper

(295) Both semesters. One credit. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000- level or above; must be taken concurrently with ECON 3481; no credit will be given for one course without the other.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

3491W. Internship – Research Paper

(295W) Prerequisite: ENGL 1010 or 1011 or 3800. Must be taken concurrently with ECON 3481.

**Revised Title and Catalog Copy**

2491. Internship – Research Paper

(295) (Formerly offered as ECON 3491.) Both semesters. One credit. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of

2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester; have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; must be taken concurrently with ECON 2481; no credit will be given for one course without the other.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

2491W. Internship – Research Paper

(295W) (Formerly offered as ECON 3491W.) Prerequisite: ENGL 1010 or 1011 or 3800. Must be taken concurrently with ECON 2481.

**Items I through VIII were presented as one motion.**

**The motion carried.**

**IX. For the information of the Senate, Natural Resources Management and Engineering (NRME) has changed to Natural Resources and the Environment (NRE). The following General Education courses will be updated to reflect the change:**

**Current:**

CA1 Arts and Humanities

NRME 1235 [130] Environmental Conservation

CA3 Science and Technology, Non-Lab

NRME 1000 [100] Environmental Science

CA4 Diversity and Multiculturalism, International

NRME 3305 [207] African Field Ecology and Renewable Resources Management  
(cross-listed with EEB 3307)

Writing Competency

NRME 4000W [239W]

Natural Resource Planning and Management

NRME 4697W [297W]

Undergraduate Thesis in Natural Resources

**Revised:**

CA1 Arts and Humanities

NRE 1235 [130] Environmental Conservation

CA3 Science and Technology, Non-Lab

NRE 1000 [100] Environmental Science

CA4 Diversity and Multiculturalism, International

NRE 3305 [207] African Field Ecology and Renewable Resources Management

Writing Competency

NRE 4000W [239W] Natural Resource Planning and Management

NRE 4697W [297W] Undergraduate Thesis in Natural Resources

**X. For the information of the Senate, GEOC has approved the following course for Intensive Session teaching:**

CA2 Social Science

HDFS 1060 Close Relationships Across the Lifespan

14. There was a motion to adjourn.

The motion was approved by a standing vote of the Senate

The meeting adjourned at 6:16 PM.

Respectfully submitted

Robert F. Miller  
Professor of Music  
Secretary of the University Senate

The following members and alternates were absent from the April 6, 2009 meeting:

Albini, Lia	Hussain, Shaznene	Musgrave, Mary
Becker, Loftus	Hussein, Mohamed	Neumann, Michael
Breen, Margaret	Kelly, Kristin	O'Neill, Rachel
Burrill, Matthew	Kendall, Debra	Rios, Diana
D'Allewa, Anne	Kerntke, Michael	Rummel, Jeffrey
Deibler, Cora Lynn	Letendre, Joan	Schaefer, Carl
Engel, Gerald	Lillo-Martin, Diane	Trumbo, Stephen
Evanovich, M. Dolan	Lipsky, Sue	VanHeest, Jaci
Franklin, Brinley	Mannheim, Philip	von Munkwitz-Smith, Jeffrey
Hart, Ian	Martin, Jeanne	Wagner, David
Hogan, Michael	McHardy, Robert Ryan	Zaritheny, Meredith
Hoskin, Robert	Morin, Timothy	

**Curricula and Courses Committee  
Annual Report to the University Senate  
April 6, 2009**

Actions January 28, 2008 through February 2, 2009

During the past year, the Curricula and Courses Committee brought forward the following recommendations that subsequently were approved by the Senate.

**I. 1000-level courses:**

1. New courses added:

AH 1200	Introduction to Martial Arts (10/08)
AMST 1700	Honors Core: American Landscapes (02/08)
GEOL 1XXX	Global Change and Natural Disasters (03/08)
MATH 1125Q	Calculus Ia (12/08)
MATH 1126Q	Calculus Ib (12/08)
PRLS 1009/SPAN 1009	Latino Literature, Culture, and Society (12/08)

2. Courses dropped:

AH 1201	Health and Wellness (12/08)
AH 1205	Introduction to Karate (10/08)
AH 1207	Introduction to Aikido (10/08)
ENGL 1401	Introduction to Literary Study (10/08)
GEOL 1000	Introductory Environmental Geology (12/08)
GEOL 1001	Introductory Geology (12/08)
INTD 1700	Honors: Core: Walden, A History (04/08)

3. Courses retained following changes in title, catalog description, credit, and/or prerequisites:

EKIN 1160	Courses in Lifetime Sports Program (10/08)
MATH 1030Q	Elementary Discrete Mathematics (11/08)
MATH 1131Q	Calculus I (12/08)
MATH 1132Q	Calculus II (12/08)
NRME 1235	Environmental Conservation (04/08)
NRME 1315	Introductory Wildlife Ecology and Conservation (11/08)
PHYS 1300	Physics for the Pharmacy Profession (03/08)

**II. 2000-level courses:**

1. Courses added:

AH 2000	Fundamentals of Allied Health Care (10/08)
AH 2001	Medical Terminology (11/08)
BADM 2891	Foreign Study Internship (12/08)
BIOL 2200	Peer Mentoring in Biology (02/08)
ECON 2481	Internship – Field Study (11/08)
ECON 2491	Internship – Research Paper (11/08)
ECON 2493	Foreign Study (11/08)
ECON 2495	Special Topics (11/08)



ECON 2498	Variable Topics (11/08)
ECON 2499	Independent Study (11/08)
ENGL 2408	Modern Drama (12/08)
ENGL 2409	The Modern Novel (12/08)
HORT 2092	Practicum in Staging Horticulture Materials (04/08)
HORT 2560W	Written Communication in Horticulture (12/08)
PHYS 2400	Mathematical Methods for the Physical Sciences (03/08)

2. Courses Dropped:

ARE 260W	Writing in Food Policy (02/08)
LING 2020	Principles of Linguistics (03/08)
MCB 2211	Gene Expression (10/08)

3. Courses retained following changes in title, catalog description, credit, and/or prerequisites:

LAND 2110	The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values (03/08)
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### III. Changes to 3000s:

1. Courses added:

ARE 3261W	Writing in Food Policy (02/08)
PHIL 3220	Philosophical Foundations of Human Rights (03/08)
POLS 3472	South Asia in World Politics (02/08)

2. Courses dropped:

ECON 3481	Internship – Field Study (10/08)
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3. Courses retained following changes in title, catalog description, credit, and/or prerequisites:

LING 3110	Experimental Linguistics (03/08)
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### IV. Changes to 4000s:

1. Courses retained following changes in title, catalog description, credit, and/or prerequisites:

MCB 4997W	Honors Research Thesis in Molecular and Cell Biology (02/08)
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### V. GEOC Content Areas

1. Inclusion to Content Area 1:

AMST 1700	Honors Core: American Landscapes (04/08)
ENGL 2408	Modern Drama (12/08)
ENGL 2409	The Modern Novel (12/08)
ENGL 2411	Popular Literature (12/08)
LAND 2210	The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values (03/08)
NRME 1235	Environmental Conservation (04/08)

PHIL 3220 Philosophical Foundations of Human Rights (03/08)  
 PRLS 1009/SPAN 1009 Latino Literature, Culture, and Society (12/08)

2. Inclusion to Content Area 2:

POLS 3208 Politics of Oil (02/08)  
 POLS 3615 Electoral Realignment (12/08)  
 SOCI 3823 The Sociology of Law: Global and Comparative (10/08)

3. Inclusion to Content Area 3:

AH 1030 Interdisciplinary Approach to Obesity Prevention (02/08)  
 GEOG/GEOL 1XXX Global Change and Natural Disasters (03/08)  
 MCB 1405 Honors Core: The Genetics Revolution in Contemporary Culture (02/08)  
 PSYC 3402W Child Development in Sociopolitical Context Content (09/08)

4. Inclusion to Content Area 4 :

MAY be used to satisfy the International requirement:

ART 3375 Indian Art and Popular Culture: Independence to the Present (02/08)  
 ENGL 3320 Literature and Culture of India (4/09)  
 POLS 3472/W South Asia in World Politics (02/08)  
 PSYC 3402W Child Development in Sociopolitical Context Content (09/08)  
 SOCI 3823 The Sociology of Law: Global and Comparative (4/09)

5. Courses Dropped:

ARE 3443W Environmental and Resource Policy (02/08)  
 PT 3280W Research for Physical Therapists (02/08)

6. Skill Designations:

a) Approved addition of the W skill designations for the following courses:

ANTH 3150W Migration  
 ARE 3261W Writing in Food Policy (02/08)  
 ARE 3440W Writing in Environmental and Resource Policy (02/08)  
 ARTH 3460W History of Photography I (02/08)  
 BME 3600W Biomechanics (02/08)  
 COGS 4596W Senior Thesis in Cognitive Science (02/08)  
 ENGL 3117W Romantic British Literature (09/08)  
 ENGL 3118W Victorian British Literature (09/08)  
 HORT 2560W Written Communication in Horticulture (12/08)  
 MCB 4997W Senior Research Thesis in Molecular and Cell Biology (02/08)  
 NRME 3345W Wildlife Management Techniques (12/08)  
 PHRX 4001W Current Topics in Pharmacy (02/08)  
 POLS 3208W Politics of Oil (03/08)  
 POLS 3210W Ethnic Conflict and Democracy in Comparative Perspective (12/08)

POLS 3218W	Indigenous Peoples' Politics and Rights (12/08)
POLS 3615W	Electoral Realignment (12/08)
POLS 3850W	Politics and Ethics (03/08)
PSYC 3200W	Introduction to Behavioral Genetics (02/08)

b) Approved dropping of the W skill designations for the following courses:

ENGL 3177W	Romantic and Victorian English Literature (09/08)
HORT 3660W	Nursery Management (12/08)
MLS 3121W	Immunology for the Medical Laboratory Sciences (12/08)

c) Approved addition of the Q skill designations for the following courses:

MATH 1125Q	Calculus Ia (12/08)
MATH 1126Q	Calculus Ib (12/08)

7. Courses retained following changes in title, catalog description, credit, and/or prerequisites:

ANSC 4662W	Dairy Herd Management (04/09)
LING 3310Q	Phonology (09/08)
LING 3510Q	Syntax and Semantics (09/08)
MATH 1131Q	Calculus I (12/08)
MATH 1132Q	Calculus II (12/08)

## VI. Reported for the information of the Senate:

1. Cross-Listing:

AASI/ART/INDS 3375	Indian Art and Popular Culture: Independence to the Present (12/08)
GEOG/GEOL 1XXX	Global Change and Natural Disasters (03/08)
HIST/LAMS 3609	Latin America in the National Period (04/08)
HIST/LAMS 3635	Mexico in the Nineteenth and Twentieth Centuries (04/08)
OSH/AH 4221W	Trends in Environmental and Occupational Safety and Health (02/08)
PP/URBN 2100	Survey Research Methods (02/08)

2. Approved for teaching in the intensive session:

ART 1000	Art Appreciation (02/08)
ECON 1202	Principles of Macroeconomics (02/08)

3. Special Topics:

ARE 4095	Special Topics: Statistics for Management (10/08)
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4. Approved for offering during intersession:

HIST/SCI 2206	History of Science (10/08)
ECON 1201	Principles of Microeconomics (10/08)

5. S/U Grading Approval:

BADM 2891	Foreign Study Internship (12/08)
BIOL 2200	Peer Mentoring in Biology (02/08)
PNB 3180	Field Study in Physiology and Neurobiology (02/08)
PNB 3272	Insights into Dental Science and Clinical Medicine (11/08)

## VII. Motions brought forward by Curricula & Courses that were subsequently approved by the Senate:

1. The Curricula and Courses Committee recommends the approval of the revised University Policy on Academic Adjustments for General Education Competencies: Quantitative reasoning and/or second language.
  - A. Strike the language in the document referring to: University Program for College Students with Learning Disabilities (UPLD).

**UNIVERSITY OF CONNECTICUT  
POLICY ON ACADEMIC ADJUSTMENTS FOR  
GENERAL EDUCATION COMPETENCIES:  
QUANTITATIVE REASONING And/Or SECOND LANGUAGE  
December 11, 2006**

### Introduction

The University Senate enacted General Education requirements to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. A critical element of General Education is demonstrated competency in five fundamental areas - computer technology, information literacy, **quantitative skills**, **second language proficiency**, and writing. The development of these competencies

involves two thresholds: establishing entry-level expectations and meeting graduation expectations. In limited cases involving a significant disability, the graduation expectations for the **quantitative skills** and/or **second language proficiency** has been a barrier to degree completion. In an effort to respond to the extraordinary circumstances of students while maintaining the academic integrity of General Education and program requirements, the University has established a policy and procedures for considering **academic adjustments** to General Education requirements that would remove this barrier. It should be noted that the University provides a range of academic support for *all* students and provides appropriate support and reasonable accommodations for students with documented disabilities as defined by state and federal statute. Academic adjustments are only considered after a student has demonstrated that he or she is unable to complete the competency at the University. In these cases, this situation will involve a student with a significant disability whose documentation and educational history provide compelling evidence that an academic adjustment is reasonable.

### Policy

Academic adjustments are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of General Education Competencies are never granted. Academic adjustments, which may include course substitutions, are granted on a case-by-case basis. The following rules will apply:

- If quantitative or second language competency is deemed as an essential element of a program or course of study, then a substitution is not permitted. The question of “essential element” will be decided by the Dean of each school or college or head of program, or enrollment unit.
- Academic adjustments will not reduce the number of courses/credits normally required to complete General Education requirements.
- If the student changes his or her school or college of enrollment, academic adjustments will be reviewed by the appropriate Dean’s office in the new school or college of enrollment.
- Academic adjustments will be subject to the 8-year rule.

All decisions involving academic adjustments will be determined by a University committee and submitted to the Vice Provost for Undergraduate Education and Instruction for final approval. The committee will include the individuals listed below.

1. Designee from the Vice-Provost for Undergraduate Education and Instruction (Chair)
2. ~~University Program for College Students with Learning Disabilities Director or Designee~~
3. Center for Students with Disabilities Director or Designee
4. Designees from the Dean’s office in the petitioning student’s school or college or Academic Center for Exploratory Students (ACES) as appropriate
5. Designee from the Department of Mathematics or Department of Modern and Classical Languages
6. Designee from the General Education Oversight Committee

#### Procedures

Consideration for an academic adjustment is done on a case-by-case basis. Students are encouraged to initiate the process through the Dean’s office of the school, college, or head of program or enrollment unit (ACES) in which they are enrolled. Students should initiate the process as soon as it is apparent that an academic adjustment should be considered and after a plan of study has been selected.

The academic adjustment request is initiated when the student, in conjunction with his or her school/college of enrollment, submits the following to the Vice Provost for Undergraduate Education and Instruction:

- An Academic Adjustment Petition, which will include a personal statement outlining the reasons for the request, an explanation of the difficulties experienced in quantitative and/or language courses, and a complete listing of the quantitative and/or language courses attempted to date. This petition will be signed by the student’s academic advisor to indicate his/her awareness of its submission.
- Unofficial transcripts from all colleges and high schools attended.
- Evidence that the student has actively pursued academic support which may include letters of support from professors, high school teachers, tutors, and/or academic advisors.
- If appropriate, student release of information forms provided by the ~~University Program for College Students with Learning Disabilities (UPLD)~~ or Center for Students with Disabilities (CSD).
- A letter from the ~~University Program for College Students with Learning Disabilities (UPLD)~~ or Center for Students with Disabilities (CSD) documenting the student’s need for an academic adjustment.

Students should submit all materials to the Vice Provost for Undergraduate Education and Instruction prior to the end of the 3rd week of the semester. Committee decisions will be made before the 5th week of the semester and communicated in writing to the student and his or her school/college of enrollment. In some cases students may be invited to speak with a member of the committee to provide more information. Requests are reviewed once per semester.

#### Guidelines for Academic Adjustments

The vast majority of students who experience difficulty in fulfilling the Quantitative Reasoning and/or Second Language Competency will experience success by employing any number of academic support and/or advising strategies. Academic adjustments may include an exception to an academic rule, such as allowing a student to complete a required course(s) on a pass/fail basis or substituting an alternative course(s) for a required course. Each academic adjustment should be based on the individual case and should not compromise the academic integrity of the requirements for a specific major or degree. (09/08)

2. The Curricula and Courses Committee recommends approval of the following REVISIONS to the Second Language description of the UNIVERSITY OF CONNECTICUT GENERAL EDUCATION GUIDELINES, As approved by the University Senate on May 12, 2003\*

\*including motions passed by the Senate on 11/10/03, 12/8/03, 4/5/05, 2/13/06, 12/11/06 and 12/10/07.

#### **Definition of Second Language Competency:**

Second-language competency prepares students for the increasingly multilingual challenges *involved in exchanges* of the marketplaces of goods and ideas and for *effective* participation in local, regional and global affairs. It is thus an integral component of both liberal and practical education that contributes to students' *ability to communicate* articulateness in *both a the* second language and in their native language as well as to their *consciousness awareness* of the diversity of human cultures and languages.

~~Because the~~ *The* broad benefits of learning and using a second language can be *obtained* ~~gained~~ from the study of *any one of a variety of diverse* languages: ancient *or and* modern, written *or and* spoken, less *or and* more widely taught, verbal *or and* sign. *Therefore*, any natural language may satisfy this requirement.

#### **Entry Expectations:**

The ~~present~~ admission requirement for second language skills is two years of study in a second language in high school or the equivalent. Students are strongly encouraged, however, to take three or more years of the same second language by the time they complete high school.

#### **Exit Requirements Expectations:**

~~A student~~ meets the minimum requirement if admitted to the University *having passed the third-year level* with three years of a single *second* foreign language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if *students have successfully completed* the student has passed the third-year high school-level course. With anything less than that, the student *students* must pass the second semester course in the first-year sequence of college-level study in a single language.

Senator Bouchard, referencing the status of American Sign Language, moved the amendment to remove the sentence "*Therefore any natural language may satisfy this*

*requirement*” from the second paragraph. (12/08)

3. For the information of the Senate, the Curricula and Courses Committee presents the following motion to REVISE membership and voting rights on the General Education Oversight Committee in section II.C.2.d. - Oversight and Implementation of the General Education Requirements.

BACKGROUND:

The General Education Guidelines currently specify that the “Directors of the University W and Q Centers will also be given non-voting appointments to GEOC.” The GEOC agrees that W and Q Center representation on the GEOC is important but argues that it need not always be the Director who must serve, but the Associate Director could serve in his/her place. The GEOC therefore recommends to change the language of the Guidelines to include Associate Directors of the W and Q Centers when the Directors of those Centers do not serve. It is understood that the W and Q Centers shall have ONE appointment each of either the Director OR the Associate Director. According to the General Education Guidelines, W and Q Center Directors serve on the GEOC as nonvoting ex-officio members. All other members, all of them co-chairs of GEOC subcommittees, are voting members. Whenever a W or Q Center representative is also co-chair of the respective GEOC subcommittee, s/he may currently not vote. This creates inequity among subcommittee co-chairs. The GEOC recommends the General Education Guidelines to be revised to allow W and Q Center representatives (the Directors or Associate Directors as outlined above), when they serve as co-chairs of a GEOC subcommittee, to retain voting rights. This change supports equity among GEOC subcommittee chairs and allows representatives of the Q or W Centers to vote in GEOC on matters discussed in their subcommittees and brought forth by these subcommittees to GEOC. When W and Q Center Directors or Associate Directors are not subcommittee chairs, they shall not have voting rights on the GEOC.

MOTION:

***(Additions are in boldface):***

*d. Oversight and Implementation*

“General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee whose chair will serve as a non-voting member of GEOC. ~~The Directors of the University W and Q Centers will also be given non-voting appointments to GEOC.~~

**Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors or Associate Directors are GEOC subcommittee chairs, and are members of the University faculty, they shall retain voting rights in the GEOC.** The GEOC will monitor the General Education curriculum. The creation of a Senate-appointed committee recognizes the policy control of the Senate in matters relating to undergraduate education. This Committee will work in association with the Office of Undergraduate Education and Instruction because this office has University-wide responsibility for the health of undergraduate education and the fiscal resources to address emerging issues. Financial support for the activity of the GEOC will come from the Office of the Provost.” (12/08)

## Annual Report of the Growth and Development Committee April 6, 2009

The Senate Growth and Development Committee discussed diverse issues ranging from the potential impact of the Academic Plan (graduate tuition and resource reallocation) to the progress of Capital Projects, infrastructural upgrade (including landscaping, water use, green approaches), and the upcoming downtown initiative and the potential of implementing the Research Park.

The Committee invited members of the administration including Provost Nicholls, President Hogan, Vice Provost Singha, James Bradley (Director, Architectural and Engineering Services) and Alexandria Roe (Director, Planning and Program Development), Barry Feldman (VP, Chief Operating Officer) and Thomas Callahan (Assoc. VP Admin. and Operations) , and Richard Miller (Director, Environmental Policy).

During the April 29, 2008 meeting, Provost Nicholls discussed the Academic Plan, submitted earlier on April 8 to the Board of Trustees. The topics including the impact of tuition charges on graduate students, resource allocation to various units, and start-up packages for new faculty were discussed. Provost Nicholls also informed the members about the projected \$22million deficit on the hospital side of the Health Center. In addition, he presented the reorganization which will create the position of the Vice President for Institutional Research and Enrollment. This new position was not supposed to affect the Graduate School admission process.

The discussion on the impact of graduate tuition and start-up packages was followed up with Vice Provost Singha during the September 30, 2008 meeting. In regards to the tuition issue, he mentioned the Senate-mandated task force reviewing this. GD members brought to his attention that relative to no money, one-half assistantship is significant money for some students to complete their studies. With respect to start-up packages, he observed that number of dollars needed to attract the most talented individuals has increased dramatically, and he reassured that to date no faculty members had left because of start-up problem.

Regarding the Central Administration's Assessment of College/School Strategic Plans, President Hogan observed (during the October 28, 2008 meeting) that Colleges/Schools would respond to their own and the University's Academic Plan and measure themselves against appropriate metrics. Reallocation is the only way to bring dollars back from the historic allocation of the institution and effect necessary changes for moving forward. He noted that the Provost would reallocate to Deans/Departments in a manner to achieve the goals of the Academic Plan. Regarding the Research Park (to be located between the Visitor's Center and Route 44), President Hogan told the members that the BOT had approved the establishment of a Research Park and some planning had occurred. Plans to complete the road are still in place and progressing albeit slowly. In a recent meeting (February 12, 2009) Richard Miller presented the result of the environmental study and ways to implement it.

President Hogan also informed the members that the University was considering sale the of water rights as BOT had expressed an interest in getting out of the business of being a water authority. This subject was subsequently discussed (on December 5<sup>th</sup>, 2008 in a meeting with Thomas Callahan and Barry Feldman). Mr. Callahan noted that the current water use was similar to that in 1989, suggesting that UConn has become more efficacious with its water use. He further observed that "reclaim water" and obtaining permits for additional wells on the rivers might solve the long-term needs.

Mr. Feldman provided an update of the Mater Landscaping Plan which includes travel safety, development of a policy regarding vehicle paths vs pedestrian paths, and focusing on the details of the Master Plan. He also presented realignment of Rte 195 intersections (late 2009) to improve traffic flow. Regarding the Downtown Storrs Project, Mr. Feldman observed that 2 significant permits had been obtained from EPA and Army Corps of Engineers. A permit from the State Department of Transportation, regarding Rte 195, still remains. State funds for the parking garage project were obtained over the summer. He also provided information on the plantings planned for the Gant Plaza and green roofs over various buildings. This will reduce the impervious surface and help reduce the run-off water issue for the watersheds. Mr. Miller (February 12, 09 meeting) provided details regarding green building projects.



Senate Student Welfare Committee  
Annual Report  
April, 2009

In the spring of 2008, the committee, chaired by Preston Britner, had three meetings after the committee's annual Senate report. During that time, the committee:

- ▶ Wrote the Student Activity and Service Fee Advisory Committee in support of increased staffing at Counseling and Mental Health
- ▶ Heard from the Director of the Office of Off-Campus Student Services about housing in the community, including problems and resources for undergraduate and graduate students
- ▶ Heard from the Associate Director of the Institute for Teaching & Learning regarding TA training and monitoring
- ▶ Heard from the Executive Director of Residential Life about the demand for more housing

Since September, the committee has focused on two main topics: the impact of the admission surge on the welfare of the students in the dormitories, and problems encountered by international students.

**Impact of the surge.** Our primary concern was the last minute rearranging which required converting 63 of the 230 study lounges into dormitory rooms. Some students felt that the loss of common areas significantly changed the quality of their accommodations. We were pleased to have Steven Kremer, Executive Director of Residential Life, at our meeting to discuss this issue and to outline plans for the future that will increase the number of beds in the so-called luxury dormitories. This increase in the number of student beds on campus will eliminate the lottery, a perennial sore-point for students.

**International students.** We are concerned about the lack of a supportive infrastructure for international students at a time when the university is actively working to increase their number. Admissions currently has money to recruit in ten countries and a goal of doubling the number of international undergraduates from 60 to 120. The lack of a suitable infrastructure results from the transformation of the Department of International Services and Programs (DISP) from an office with advisors helpful to students to a border patrol operation necessitated by federal regulations post 9/11. In addition, the current DISP ratio of international students to staff is 800:1. The recommended ratio is 300:1.

In our discussions of international student issues, we had interviews with two dozen international students and conversations with relevant administrators (including Elizabeth Mahan, Interim Executive Director of the Office of International Affairs, and Bob Chudy, Interim Director of DISP). We identified a list of concerns (see appendix). The committee noted that the dormitories are now open during vacations, a new ResLife policy, which helps all students but has a particularly positive impact on international students.

- ▶ The committee proposes that a suitable unit within the university should be commissioned to design a survey for a representative sample of international students, in order to gather more detailed information about the problems of international students and their needs.
  
- ▶ The committee believes that without suitable support staff undergraduate international students might find UConn particularly intimidating. Increasing their numbers before identifying and solving major problems international students face seems unwise. We urge the relevant units to convene and discuss this issue.

**Other issues we discussed.**

We were concerned that the Senate discussion of eliminating funding of some graduate students failed to assess the impact on undergraduates, and we are concerned with the apparent move to larger and larger classes and a “multiple choice” education as enrollment increases and faculty numbers do not.

We discussed and approved the version of the Religious Holiday Policy and the Academic Integrity in Undergraduate Education and Research Statement sent to us by the Senate Scholastic Standards Committee.

**Committee members:**

Kathryn Strother Ratcliff, Chair  
Lia Albini  
Karen Bresciano  
Preston Britner  
Kim Chambers  
Lawrence Goodheart  
Karl Guillard  
Kristin Kelly  
Donna Korbel  
Michael Kurland  
Joan Letendre  
Timothy Morin  
Shannon O'Reilly  
Kathleen Sanner  
Stephen Trumbo

**Report of the Senate Executive Committee**  
to the University Senate  
April 6, 2009

The Senate Executive Committee has met seven times since the February 2<sup>nd</sup> meeting of the University Senate. This reporting period covers two months, since the March 2<sup>nd</sup> Senate meeting was canceled due to snow.

On February 10<sup>th</sup> SEC members attended the annual Trustees, Administrators, Faculty, and Student (TAFS) meeting. The event was organized by Anne Hiskes, Pamela Bramble and Susan Spiggle. This year's topic was "Learning from History: Higher Education and Society in Challenging Economic Times." Discussion focused on how higher education evolves in times of economic difficulty and contributes to public well-being.

On February 20<sup>th</sup> the Senate Executive Committee met in closed session with Provost Nicholls. Afterwards the SEC met with the Chairs of the Standing Committees to plan for the agenda of the cancelled meeting and to coordinate the activities between the committees.

On February 27<sup>th</sup> the Senate Executive Committee met in closed session with President Hogan. Afterwards the SEC met with Administrators. Provost Nichols provided an update on budgetary issues including concerns about the impact of the hiring freeze, new policies under consideration concerning Graduate Assistantships and the charging of graduate research assistantship tuition to grants. Also related to the budget crisis was impact of the fiscal climate on issuing UConn 2000 bonds and the 21st century projects. Other items included positioning the University to benefit from the federal stimulus bill and organization and roles of the newly formed Graduate Program Review Committee.

On March 6<sup>th</sup> and 16<sup>th</sup> the Senate Executive Committee met in closed session and afterwards met with Provost Nicholls to discuss policy changes regarding the charging of graduate tuition to grants.

On March 27<sup>th</sup> the Senate Executive Committee met in closed session with President Hogan. Afterwards the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. The Academic Calendar Task Force, chaired by Jeff von Munkwitz-Smith and Cameron Faustman held its first meeting. It will be holding two public forums later this month to gather input from interested parties.

On April 3<sup>rd</sup> the Senate Executive Committee met in closed session with Provost Nicholls. Afterwards the SEC met with Administrators. Among items discussed were the committee to review the role of the Graduate School, management of research at the Storrs and regional campuses, the latest budget developments and the elimination of the dean of students position.

On March 10<sup>th</sup> the SEC Chair presented a statement at the Board of Trustees meeting in support of an 8.67% increase in tuition.

On March 20<sup>th</sup> the SEC and FSC Chairs met with Nancy Bull and Veronica Makowsky to discuss Student Evaluations of Faculty.

Rich Hiskes was elected to a two-year term on the President's Athletic Advisory Committee.

Ballots for the second elections for the Committee of Three, Nominating Committee, and Senate Executive Committee have been distributed. Voting ends April 12<sup>th</sup>. Please vote.

The 6<sup>th</sup> Annual PTR Forum will be held on Friday, April 17<sup>th</sup> from 3-5PM in room 304B of the Student Union. Provost Nicholls and the Deans, or the Dean's designee, of each school/college will be present to answer questions on the PTR process. More information is available on the Senate's website. Please help spread the word in your constituency.

President Hogan wishes to institute an annual State of the University address and asked the Senate and the Undergraduate Student Government to host the event. The SEC was pleased to be able to help facilitate communication between the president and the university as a whole. The first state of the university address will be held on Monday April 20<sup>th</sup> at 4 PM in the Student Union Theater.

Respectfully submitted,  
Hedley C. Freake  
Chair, Senate Executive Committee  
April 6, 2009

**Report to the Senate  
Provost's/COO's  
Work/Life Oversight Committee  
April 2009**

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**I. OVER-ARCHING GOAL**

**To recruit and retain the best faculty, staff, and students through a supportive environment that allows each individual to attain her or his best potential. This Committee participates in the goals of the Provost's Academic Plan by promoting Workforce Development here at UConn.**

**II. Mission, Charge, and Members**

The **Work/Life Oversight Committee (WLOC)** reports to the Provost, Peter J. Nicholls, and to the Chief Operating Officer, Barry Feldman, and meets twice a semester. Its mission is to promote a culture of balanced work and life for the University of Connecticut faculty, staff, and students, through the review, development, and implementation of policies and programs. It is charged with monitoring childcare and other work/life needs, exploring joint projects with the Town of Mansfield, directing concerns and problems about work/life issues to the correct recipient, and taking other actions or making recommendations at its discretion.

**COMMITTEE MEMBERS:**

**Veronica Makowsky** (co-chair), Vice Provost for Undergraduate Education and Regional Campus Administration

**Terri Dominguez** (co-chair), Manager, Department of Environmental Health & Safety

**Karen Bresciano**, Assistant Dean of Students

**Jane Goldman**, Associate Professor, Department of Human Development and Family Studies

**Artie Maharaj**, Graduate Student

**Carol Millette**, Administrative Assistant, Women's Center

**Kathy Sanner**, Nurse Coordinator, Student Health Services

**Lori Vivian**, Manager of Human Resources Benefits Administration

**III. 2008-2009 Activities and Accomplishments**

A. As you may recall from our report in September, among many disappointments we have all faced with the recent budget rescissions, we also lost the Work/Life Coordinator position; a search was in progress when Human Resources cut the position in order to meet their budget rescission without displacing persons already hired in HR. Human Resources wishes to seek refunding for the position. In the hope that this is a temporary setback, we have been working with Human Resources to see what parts of that the

Work/Life Coordinator's position could be distributed across HR. Human Resources has agreed to restructure workloads within the Benefits Unit to commit resources to work/life balance initiatives in support of the Work/Life Oversight Committee. These initiatives include:

- Managing the Work/Life Connections website – an online resource that provides faculty, staff and students with information about work/life balance and links to other resources in the community.
- Facilitating the Personal Service Agreements for Willow House, Mansfield Discovery Depot, and Community Children's Center – which provide funding to the childcare facilities in return for preferred placement of University-affiliated children.
- Educating employees about work/life balance – development of a Work/Life Balance workshop that could be offered as a module of the Caring About "U"Conn Program, and integrating work/life balance communications into other workshops and programs, such as FMLA training, and the EAP.
- Training supervisors on work/life balance policies and programs – partner with Organization Design and Staff Development to include a training module on work/life balance as part of Supervisory Training

- B. The Work/Life Connections website ([www.worklife.uconn.edu](http://www.worklife.uconn.edu)) has been updated regularly.
- C. The following statement was issued to the Deans, Directors, Department Heads listserv on March 20, 2009 by the Provost and COO in regard to the challenges of work/life issues in times of economic distress:

*Dear Colleagues:*

*Leading employees through an economic downturn, while challenging, provides managers and supervisors with opportunity to affirm our commitment to the University and the well-being of our faculty, staff and students. We should all be especially mindful of how faculty, staff and students are coping and provide support to those struggling with increasing work/life demands. The University offers a number of programs to assist you and your staff:*

*The Work/Life Connections website contains helpful information and useful links on childcare, eldercare, family and medical leaves, and policies and programs related to work/life balance.*

*The Employee Assistance Program (EAP) offers free assessment, counseling and referral services to employees and supervisors to assist in the identification and resolution of any personal problem that may be affecting job performance. The EAP website provides links to monthly newsletters for supervisors and for employees on a wide array of topics. EAP counselors have been onsite conducting free workshops on stress management and are available to customize programs for departments in need.*

*The Voluntary Schedule Reduction Program permits employees to reduce their schedules or take time off without impacting their benefits. It's also a way for departments to achieve cost savings.*

*Caring About "U" Conn is a program that offers a series of workshops on topics including stress management, family and medical leaves of absence, and conflict resolution.*

*We encourage you to integrate these programs into conversations with employees and to utilize them in ways that can be of mutual benefit. If you have questions about any of the programs, please contact [benefits@uconn.edu](mailto:benefits@uconn.edu) and your questions will be forwarded to the appropriate Human Resources representative.*

*Sincerely,*

*Peter Nicholls, Provost and Executive Vice President for Academic Affairs  
Barry Feldman, Vice President and Chief Operating Officer*

- D. The Committee continues to meet regularly with the Family Roles Subcommittee of the Provost's Commission on the Status of Women to review common goals and discuss strategies for collaboration, including the tasks that would have been done by a Work/Life Coordinator (particularly education of employees and management about existing policies), Mansfield Advocates for Children, graduate student work/life issues, PTR and clock stoppage, and how other universities handle appeals for flexible work arrangements.
- E. Personal service agreements with Mansfield Discovery Depot, Willow House, and Community Children's Center for 2008 were finalized. The WLOC will work with the HR Benefits Unit on the PSAs for 2009 to facilitate the transition of this function to HR. These subsidies ensure that the centers reserve a majority of their spaces, particularly infant/toddler slots, to children of UConn-affiliates. They also help the centers to maintain and enhance NAEYC accreditation and recruit and retain quality staff, while minimizing fees. The goal is to sustain and, insofar as possible, improve the availability, affordability and quality of local childcare services for the benefit of the University community.
- F. Town of Mansfield's Mansfield Advocates for Children (MAC)

In March, representatives of MAC met with the WLOC to provide an overview of Infant/Toddler care needs and community initiatives. MAC's main concern, which is shared by the WLOC, is that there are not sufficient spaces for Infant/Toddler childcare in the Mansfield area. A 2007 survey found that spaces for Infants and Toddlers in licensed centers and homes are always full. Of the spaces, 73% are filled by UConn related families. Additionally, of those 73%, about 70% are not Mansfield residents. Therefore, MAC feels Infant/Toddler care issues warrant a joint venture between UConn and the Town of Mansfield.

In early September (as a follow up to an earlier meeting between the WLOC, MAC and Tom Callahan), MAC members met with Tom Callahan and Matt Hart, Mansfield Town Manager. The group concluded that MAC would work on a scope statement that would be a first step in developing a feasibility study for meeting the Infant/Toddler needs of the community. Due to current economic constraints, the group decided that this is not an appropriate time to seek funding for a study. However, in order to be prepared for that step, MAC would like to continue meeting with UConn to further develop ideas and strategies to implement. In addition, MAC has convened a Leadership Work Group to steer a 12-month community planning venture that is developing a

"Blueprint for Mansfield's Children." This project is funded by a grant from the William Casper Graustein Memorial foundation. MAC is recruiting participants for the Leadership Work Group and feels that participation from a high level administrator from UConn is essential. The work group is in the process of developing a plan using "results based accountability"—a data driven planning tool advocated by state representative Denise Merrill. An invitation was extended to the WLOC chairs to attend a Results-Based Accountability training session held on March 31. MAC has requested a follow-up meeting with the WLOC in April/May to continue the conversation about Infant/Toddler care and to help develop a strategic plan.

- G. The University continues to be an institutional member of the **College and University Work/Family Association (CUWFA)**, through the efforts of the Committee.

#### IV. **Goals for 2009/2010**

- A. Hiring Work/Life Coordinator (title and placement to be determined): while prospects don't appear good in the near future, we want to keep this on the university's agenda. If we can hire that position, we would restructure the Committee into an institutional Work/Life Advisory Board, reporting to the upper administration and consisting of members across the University Community, including individuals in leadership positions who can effect change and promote awareness of work/life issues and the implementation of work/life policies. The formation of the Board is recommended to occur six months after hiring the Work/Life Coordinator (title and location to be determined).
- B. Until the Work/Life Coordinator is hired, the Committee will, *in cooperation with Human Resources*, continue to promote work/life programs and initiatives and an environment of work/life balance by:
1. Developing education and training programs, particularly of supervisory faculty and staff, about implementing work/life policies in the spirit of the Work/Life Flexibility Statement.
  2. Recommending work/life policies and guidelines after researching best practices at peer, aspirant, and other CT institutions of higher learning.
  3. Exploring pilot programs that promote Work/Life flexibility along with productivity (e.g. floater workforce to facilitate flextime or extended leaves): long-term goal since the committee and HR would be fully occupied in the short-term.
  4. Enhancing the visibility of the UConn Work/Life Connections website and updating resources.
  5. **Offer workshops to UConn employees through HR's Caring About "U"Conn program that provide information about available work/life resources. Incorporating work/life into other related workshops and programs, including EAP and FMLA training.**



6. Monitoring changing area childcare opportunities and making recommendations to ensure and enhance the availability, affordability, and quality of childcare (particularly infant and toddler).
7. Pursuing further opportunities with the Town of Mansfield: Mansfield Advocates for Children.
8. Working to identify the needs of graduate students, especially international students, regarding information about the education system in Connecticut, child care, and parenting issues. This will be a primary focus for the next year.

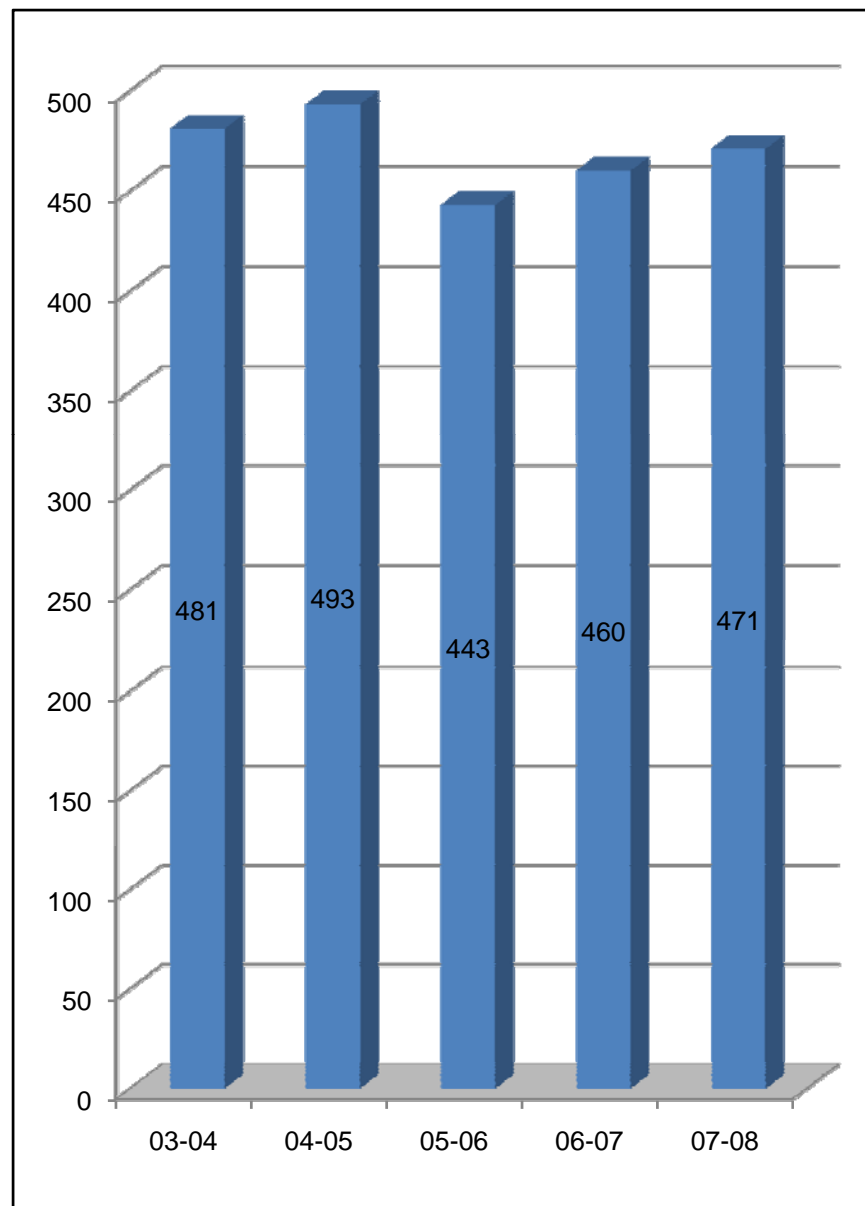
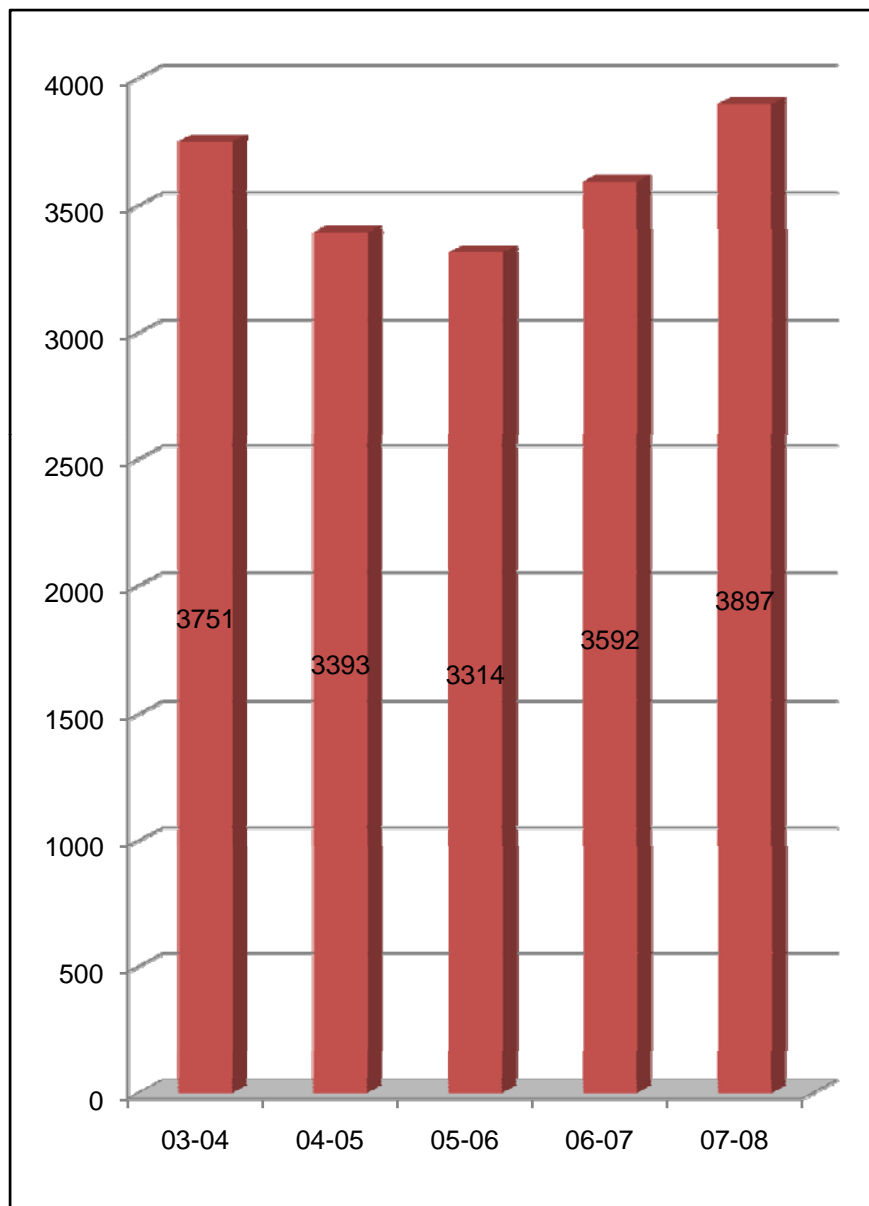
**V. NEEDS**

- A. Hiring Work/Life Coordinator (title and location to be determined).**
- B. Leadership and support from the upper administration on work/life issues.**
- C. Education and training, particularly of supervisory faculty and staff, about implementing work/life policies in the spirit of the Work/Life Flexibility Statement.**
- D. Support and funding to increase the availability of infant/toddler childcare to meet the needs of the University Community.**

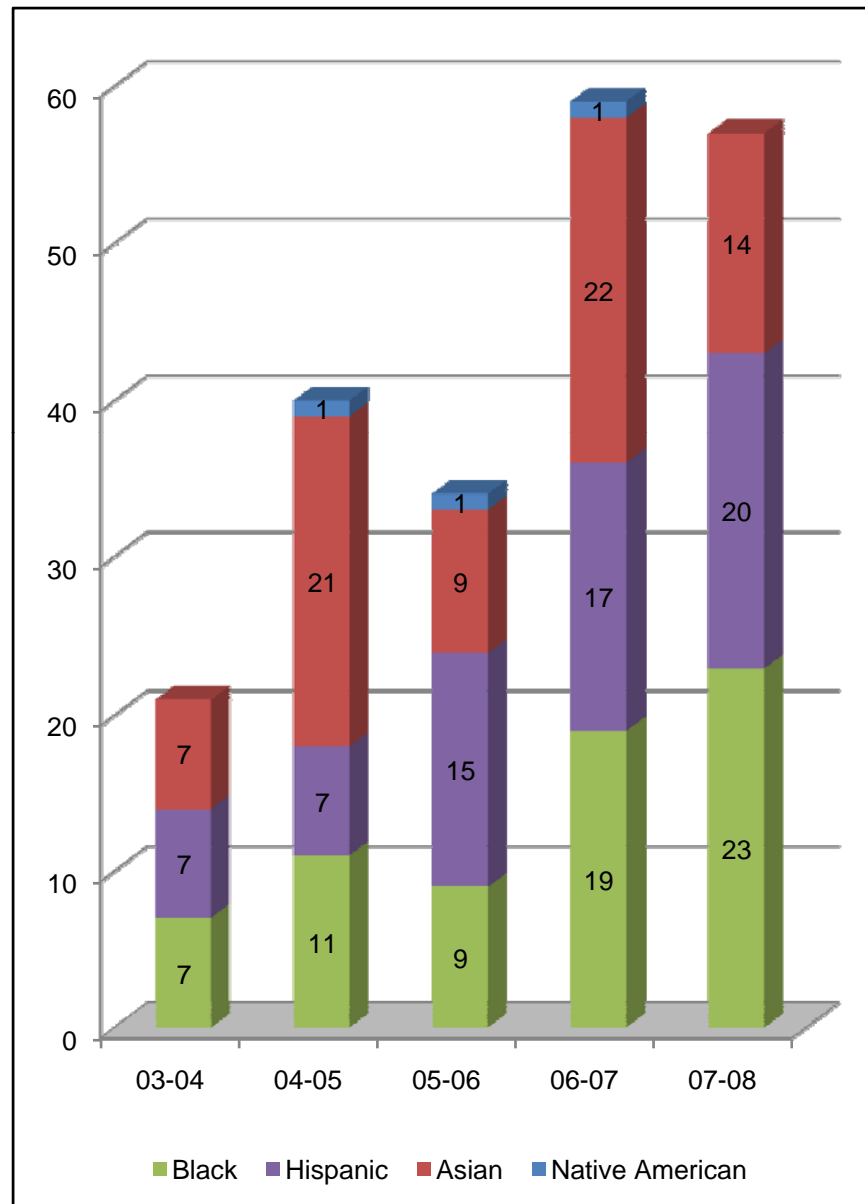
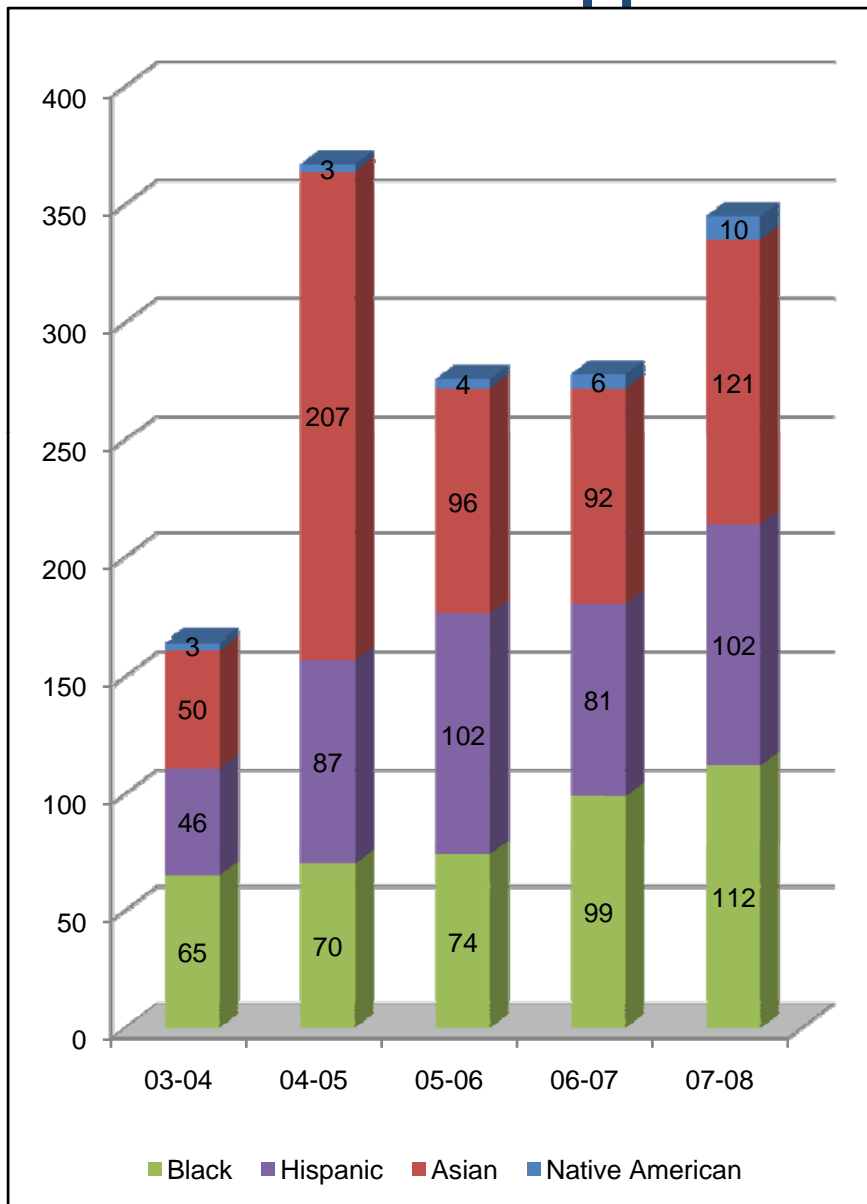


# Research and Graduate Education

# Doctoral Applications and New Enrollments



# Targeted Minority Doctoral Applications and New Enrollments

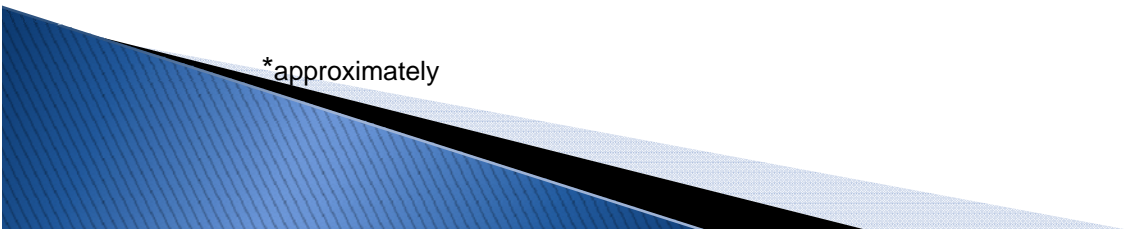


# Internal Program Support

Fiscal Year 2009  
as of April 1, 2009

<b>Program</b>	<b>Number Awards</b>	<b>Award Amount</b>
<b>Large Grant</b>	<b>44</b>	<b>\$683,000</b>
<b>Small Grant</b>	<b>26</b>	<b>\$31,585</b>
<b>Interdisciplinary/Colloquia</b>	<b>13</b>	<b>\$23,250</b>
<b>Guest Professorship</b>	<b>3</b>	<b>\$21,764</b>
<b>Faculty Travel - UCRF</b>	<b>885</b>	<b>\$480,676</b>
<b>Graduate Travel</b>	<b>115*</b>	<b>\$115,000</b>
<b>Extraordinary Expenses</b>	<b>29</b>	<b>\$14,546</b>
<b>Doctoral Fellowships</b>	<b>114</b>	<b>\$228,000</b>

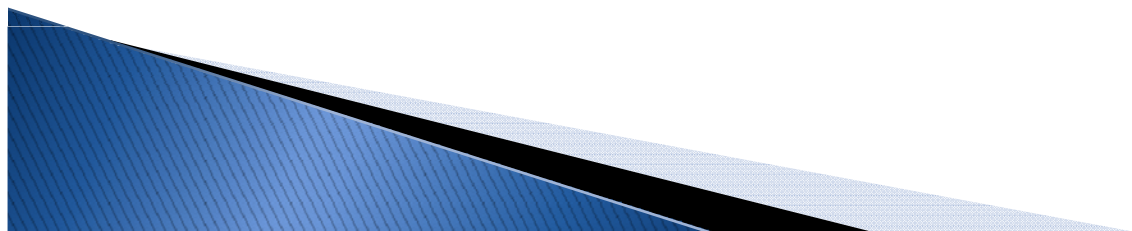
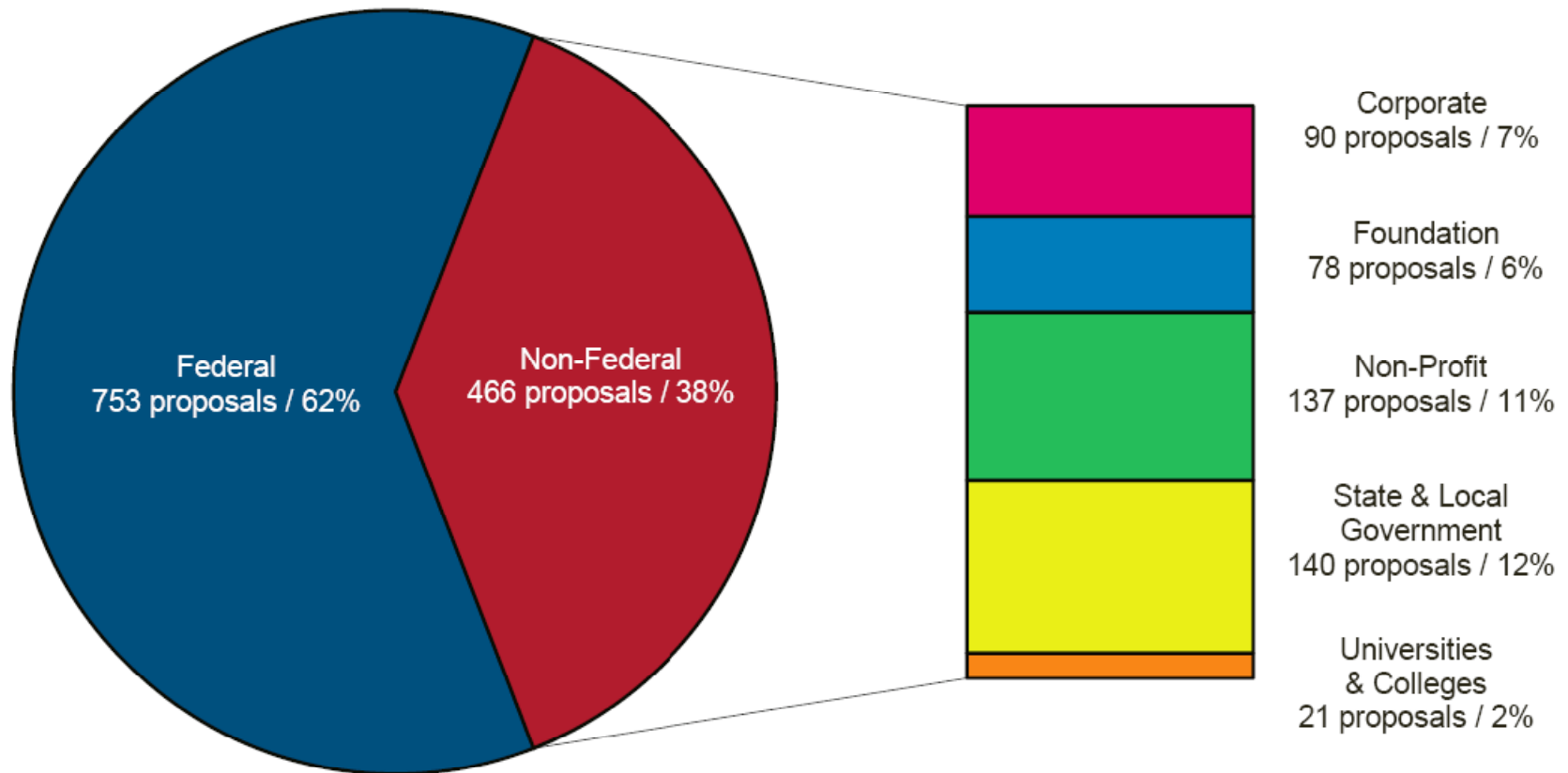
\*approximately



A close-up photograph of a microscope's objective lenses. The lenses are arranged in a row, with the central one in sharp focus. The lenses are metallic and have various magnification markings such as '40x', '50x', '60x', and '100x'. The lighting is dramatic, with a strong greenish-yellow glow emanating from the lenses, creating a sense of scientific precision and discovery. The background is dark and out of focus.

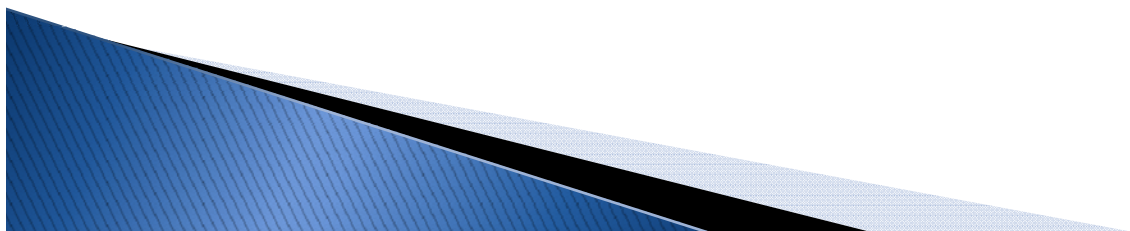
# 2008 Report of Sponsored Project Activity

### Chart A-1. Number of Submitted Proposals by Sponsor Type FY2008\* (Number of proposals and percent)



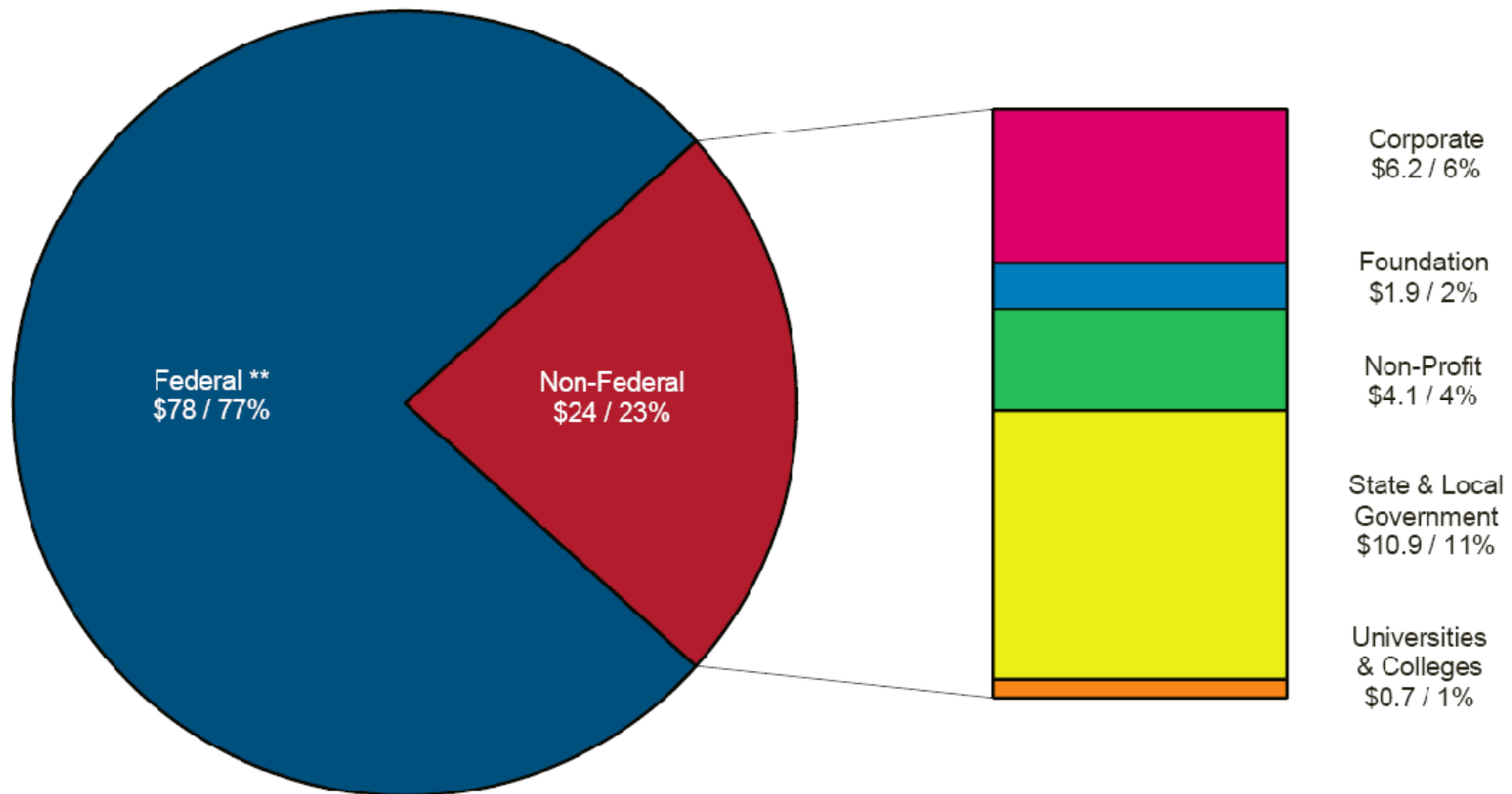
**Table A-1. Submitted Proposals by Sponsor Type FY2008**

	# Proposals	Requested Amount (millions)
Federal	753	\$386.7
Corporate	90	\$7.3
Foundation	78	\$8.6
Non-Profit	137	\$9.3
State & Local Government	140	\$20.9
Universities & Colleges	21	\$1.0
	1219	\$433.8





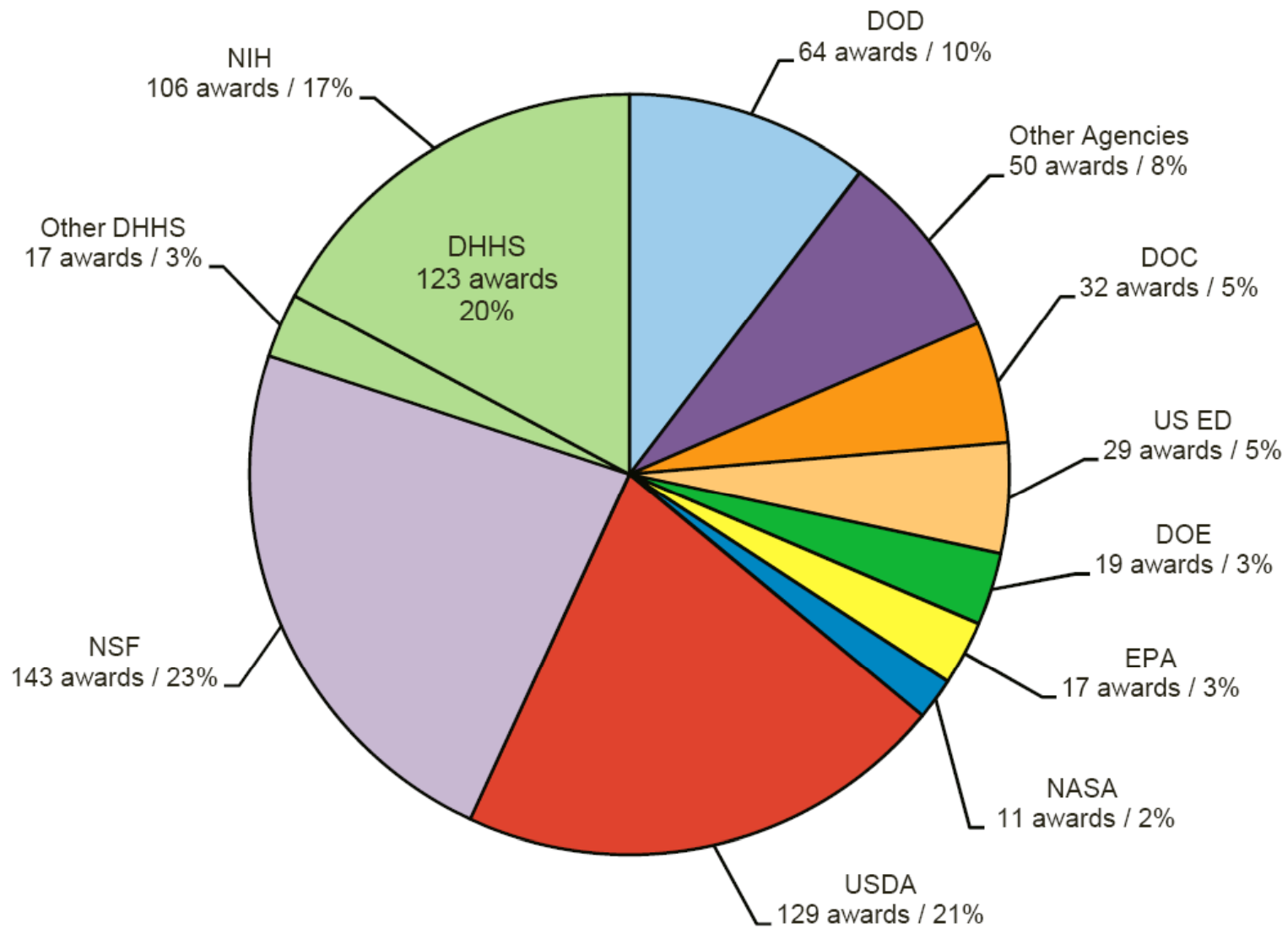
**Chart B-2. Awarded Funds by Sponsor Type FY2008\***  
 (Total dollars in millions and percent)



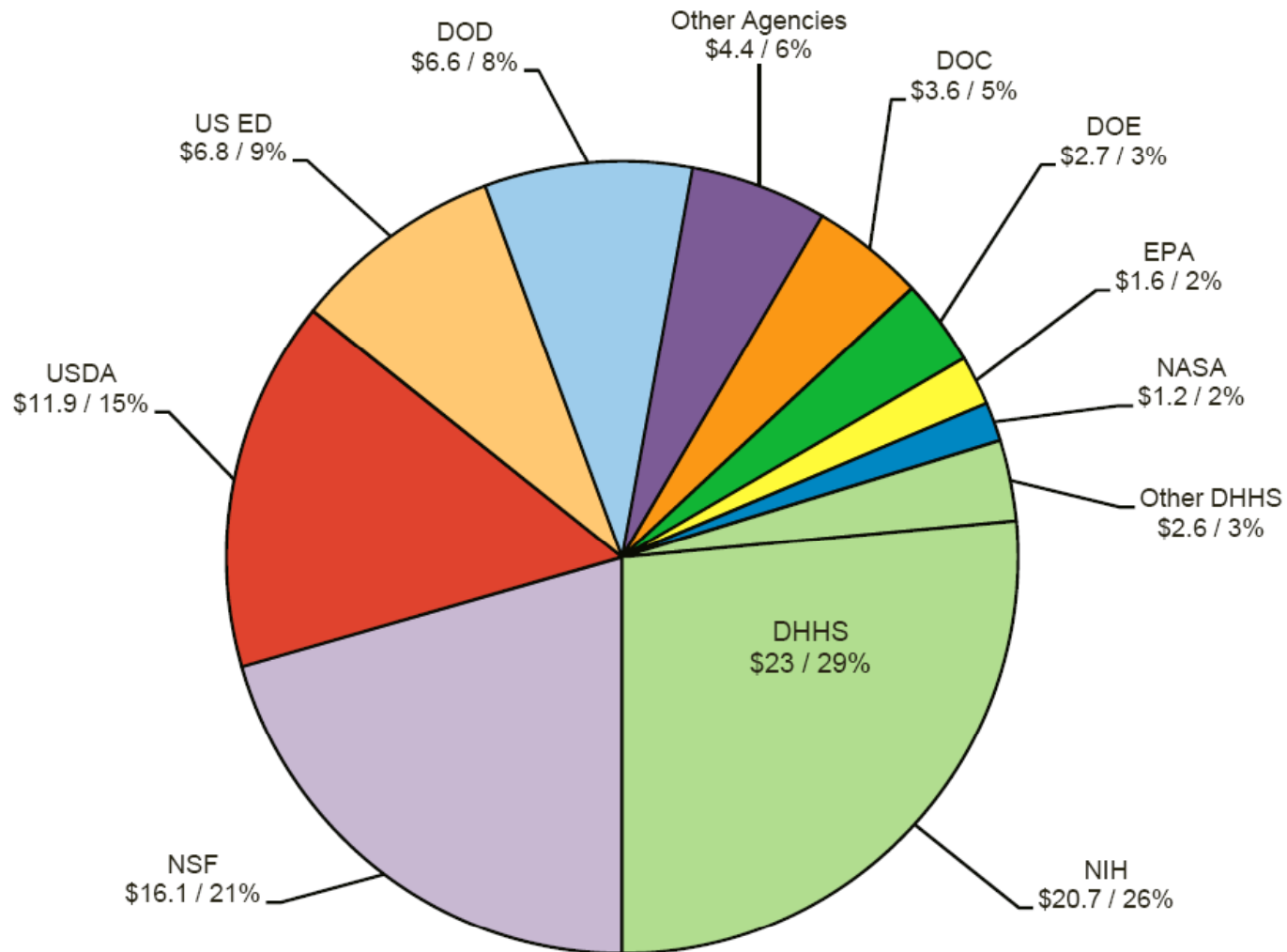
\* Amounts shown include all funds received in Fiscal Year 2008 (July 1, 2007 - June 30, 2008) for new, renewal, continuation, and supplement awards. Multi-year awards are reported only in the fiscal year during which they are received.

\*\* Federal awards include federal funds that pass through other entities to UCONN.

**Chart B-3. Number of Federal Awards by Agency FY2008  
(Number of awards and percent)**



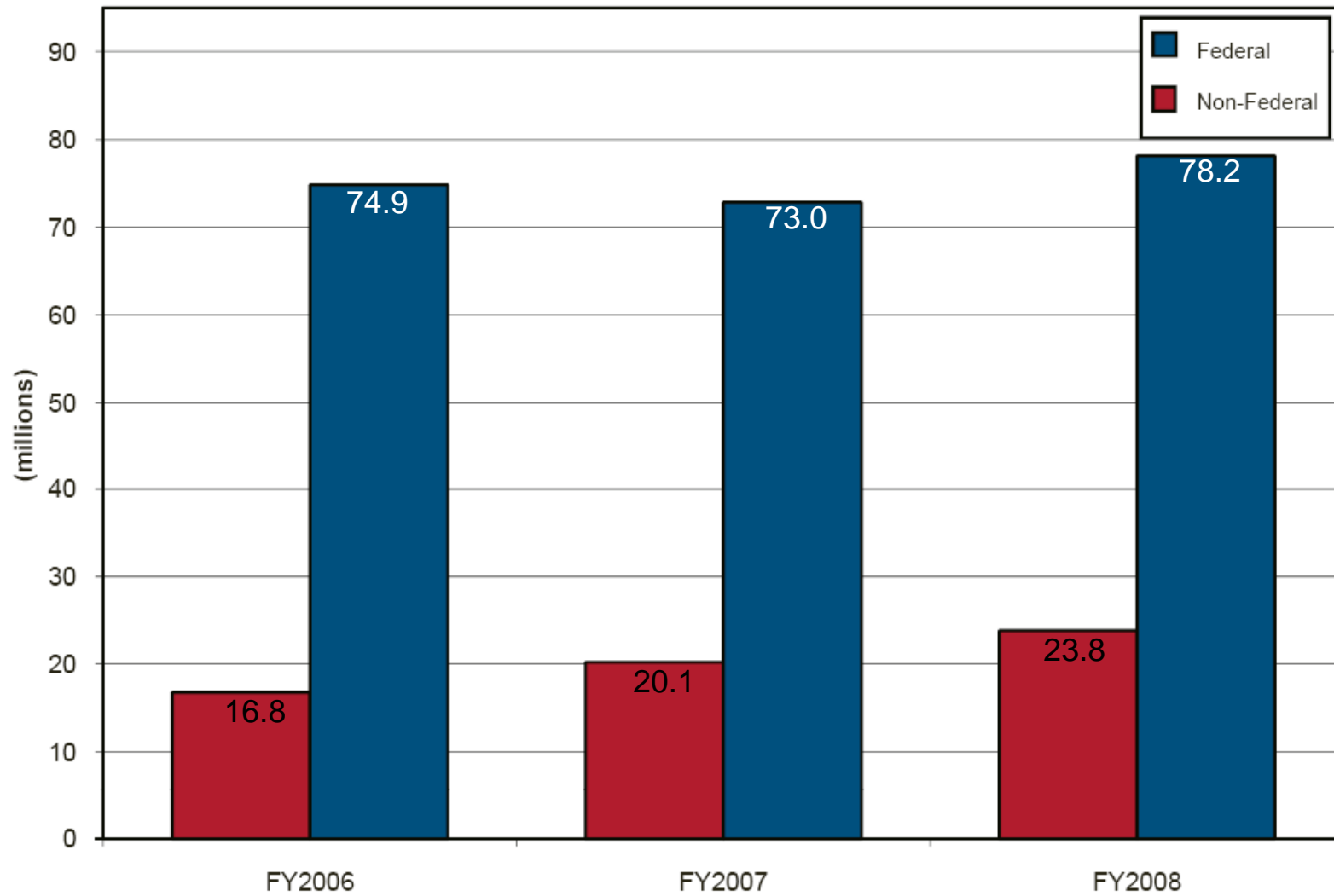
**Chart B-4. Federal Awards by Agency FY2008  
(Total dollars in millions and percent)**



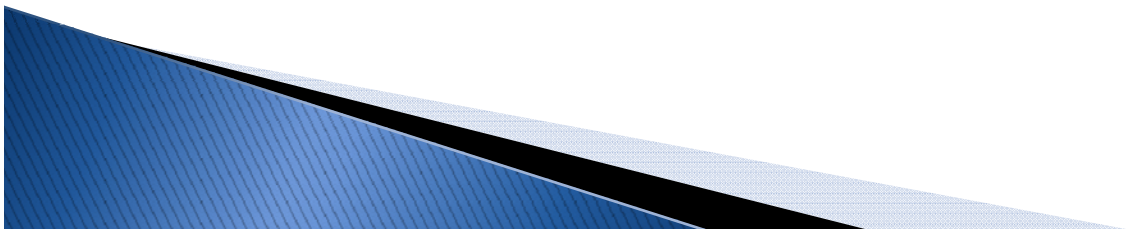
\* USDA awards include formula funds (e.g. Smith-Lever and Hatch Act), which are distributed as individual awards to multiple PIs.

# THREE-YEAR HISTORICAL COMPARISON OF AWARDS

**Chart B-5. Federal and Non-Federal Awards FY2006-FY2008**



# ▶ AAALAC Accreditation





# Writing at UConn

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- ❑ **Questions** at hand
- ❑ **W** at UConn: **requirement, format, numbers**
- ❑ **Pros and Cons** of the **W** requirement
- ❑ Current **W assessment** at UConn
- ❑ **W** requirement at the **top 25 peer** institutions



# Should UConn have a Writing Requirement?

---

## If yes,

- what should it look like?
  - Change intermediate W course? Discipline-specific?
  - Drop intermediate W course?
  - Variations in course formats?
  - Prerogative of departments/major programs?
  - ...

## If not,

- how realistic is a strong writing component in larger courses?

How can we ensure that our **students learn to write?**

**Educational** and **funding** implications.



# Current W Requirements

- ❑ **ENGL 1110 / 1111** (not W courses)
  - ❑ **2 W courses total** (can also be major course and/or satisfy other Gen Ed requirements),
    - **1 discipline-specific** W course **in the major** (2000+, 1-x credits)
  - ❑ **15 pp.** w/revisions; student must pass W component
  - ❑ Instructors: Preferably **full-time faculty**
- OR:
- **supervised TA** at 1000-level (mandatory orientation)
  - **TA as assistant** at 2000-level
  - **adjuncts**
- ❑ **Connection of writing and content**
  - ❑ **Supervision of student writing**





# Writing at UConn

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Writing is **not limited** to W courses.

Despite “ghettoizing” of writing in W courses, there is writing of 5-10 pp. in non-W courses.

•



# Formats of W Courses

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- Cap of **19** per section (driven by ranking)
- **3-credit** course (most common)
- **1-credit** integrated (4<sup>th</sup>-credit trailer sec.)
- **1-credit** floating (no connection to course)
- **Other** options ...



# W Courses, Enrollment AY 2008-09

All campuses	<b>Courses/<u>Sections</u></b>	<b>Enrollment</b>
Fall 2008	233/645 offered <b>219/<u>388</u> enrolled</b>	5,325
Spring 2009	251/679 offered <b>249/<u>440</u> enrolled</b>	5,854
<b><u>Total</u></b>	484/1324 offered <b>468/<u>828</u> enrolled</b>	11,179

Approx. **80%** of W courses are at the **junior/senior** course levels



## Courses/Instructor Rank in AY 2007-08

	Classes taught by <b>full-time</b> faculty	Classes taught by <b>part-time</b> faculty
All regional campuses	more than 1/3 (37.6%)	almost 2/3 (62.4%)
Storrs campus	almost 2/3 (61.8%)	more than 1/3 (38.2%)
All campuses	<b>more than 1/2</b> <b>(56%)</b>	<b>less than 1/2</b> <b>(44%)</b>

**66% of upper-division** W courses are taught by **full-time faculty**.  
**17% of lower-division** W courses are taught by **full-time faculty**.



# Some Cons and Pros of the W Requirement

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## CONS:

- **Freshman ENGL** should “take care of it”
- **Workload**
- Waste of **faculty time**
- Students’ **writing** does **not improve**
- Students write **outside their interest/discipline**



# Some Cons and Pros of the W Requirement

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## CONS:

### □ **Resources:**

too expensive; not enough fac. / TA / adjuncts

Inventing budget cutting measures was/is not GEOC's or the Senate's responsibility.

- If writing is a matter of funding, let's discuss it as such and not disguise it as a matter of quality.
- Writing courses are integrated in majors and cannot simply be cut.
- Is W an **educational priority or not?**



# History of Writing at UConn

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Demands for **administrative commitment** that have been met:

- ❑ **Cap of 19** (manageable workload)
- ❑ **W Center** (support for students)
- ❑ **Discipline**-specific writing
- ❑ **Faculty development**
- ❑ **Assessment**

Not met: Adequate **funding**?



## Some Cons and Pros of the W Requirement cont.

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### PROs:

- Writing is part of a **quality education**
- **73% of employers** want colleges to place more emphasis on written & oral communication
- **Small, high-impact** courses
- **Without the WR & cap of 19** instructors would **not assign 15 pp.** of writing





## Some Cons and Pros of the W Requirement cont.

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### PROs:

- W as part of program **accreditation** (e.g., Engineering, Business)
- UConn's **good ranking** depends largely on the quality of our undergrad program
- **Good grades** (3.6=A-) in assessed courses



# Writing Assessment 2007-2009 (Tom Deans)

4 major programs HDFS, POLS, ARTH (S'08); NURS (F'08)

- Development of discipline-specific rubrics
- Data collection & evaluation of W-samples of W-in-major courses

## Results:

- 100%: **challenging research topics**
- 94%: at least **minimal to moderate W proficiency**
- **Seniors** (2nd W course) do **not score higher** than **underclassmen**
- **Instructors grade higher** than students' **rubric scores** suggest
- → **Improvements** in participating departments' writing courses
- → **Dissemination**

Freshman English ENGL 1110/1111 (Spring 09)

- Assessing first and last papers of 250 first-year students

→ **comparison** of **incoming** vs. **graduating** students' writing



## W requirements at the top 25 peer institutions

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- **All** have **entry or freshmen writing** requirement
- **17** have an **upper-division** writing-intensive course requirement, ranging from **1-4 courses**
- Of the 8 that do not have an upper-division W requirement, **4** require **2 lower-division** writing courses
- **4** of the 25 require only **1 writing course** or its test-out equivalent
- Only **4** have **no** further writing requirement



# Should UConn have a writing requirement?

---

**If yes,**

- what should it look like?
  - **Change intermediate** writing course?
  - More **discipline-specific / professional** writing?
  - **Drop intermediate** writing course?
  - Variations in W course **formats**?
  - **Prerogative** of departments/major programs?

**If not,**

- how realistic is a strong writing component in larger courses?

How can we ensure that our **students learn to write?**  
**Faculty commitment and student engagement?**



# Recognition of faculty

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## Request to **recognize**

- ❑ Tom Deans (director, W Center and co-chair, GEOC W subcommittee)
- ❑ Jane Goldman (co-chair, GEOC W subcommittee)
- ❑ Doug Kaufmann (member, GEOC W subcommittee)
- ❑ Janice Clark (member, GEOC W subctee)

Report of the Budget Committee  
to the University Senate  
April 6, 2009

Motion:

In view of the recently announced policy change (Provost's email of 3/20/09) with respect to graduate tuition charges for Research Assistants on grants, the University Senate (through the Senate Budget Committee) will monitor the financial impact of this change over the next three years. The Senate recommends that the Graduate Faculty Council perform a similar function with regard to the academic impact of this change.

2/26/09

Senate Budget Cte. response to Grad. Tuition Task Force Report

**In April 2008, the University Senate recommended appointment of a task force to study the financial and academic impact of proposed tuition charges to externally funded research grants. The task force presented its report to the Senate in February.**

**In recommending that the University Senate set up a grant tuition charge task force, the Senate Budget Committee was looking for the task force to provide documentary evidence that charging tuition to grants would result in a net increase in the total external grant funding coming to the University.** With such documentary evidence the Senate Budget Committee would of course endorse the tuition charge proposal. However, on reading the report the committee must reluctantly report to the Senate that it finds no documentary evidence in the task force report that indicates that there would be any such increase in external funding. Evidence that the Senate Budget Committee could have regarded as satisfactory would have been statements from federal program monitors that **in the past the addition of a tuition line to grant proposals has typically caused grants to be increased** above and beyond current service requirements.

Although detailed evidence on this question is absent, the report does mention anecdotal evidence (p. 11) to the contrary: i.e. **Federal program officers** at NSF in biology and physics stated to members of the task force that **charging tuition would typically result in no increase in overall grant sizes.** Just last week, an NIH program officer visiting UConn expressed a very negative view of tuition charges, since the F & A on graduate assistant stipends could already be viewed as a charge in lieu of tuition: "double-dipping" of a sort.

**The report suggests that a generous estimate of annual tuition revenue that could be generated by the new policy is \$2.5 million dollars.** It appears from the report, however, that if a tuition charge to grants is implemented, the intent is that even if a grantor provides no additional funding beyond current services, because the grantor could have provided such tuition support (i.e. because that particular granting agency does permit tuition charges in principle), the grant would be assessed the required tuition charge anyway. **Thus without an increase in external funding to match the revenue generated, the "new" tuition revenue merely represents a reallocation of external funds from research activities to the tuition account.**

We wish to highlight the finding in the Task Force report that, **at present, with its tuition-waiver policy, UConn is slightly below the median relative to the top-25 public universities (Table 3) in total costs to grants**, whereas adding tuition charges to grants would bring it above this median in costs to grants. We also note that Table 3 indicates that several of the top-25 institutions charge a **substantially lower post-candidacy tuition rate**, reflecting lower per-student costs. This would be well worth considering if the UConn policy is changed. -- In addition, the column of Table 3 in the report that gives the number of grad students per faculty shows that **UConn is 5<sup>th</sup> highest** relative to the top-25, higher than Penn State, Ohio State and Texas and just below the Univ. of Illinois (Urbana-Champaign), suggesting the current **vigor of our graduate programs** here. Also, the next column of the table on the % changes in graduate enrollment from 2003-2007 shows an 8.71% increase for UConn, the 5<sup>th</sup> highest, another **favorable indicator for the emergence and value of our graduate programs relative to the top-25.**

Some graduate programs (business and engineering) receive significant external support from private businesses. The Task Force report does not analyze in detail the potential effect of tuition policy changes on these programs. The impact of tuition policy change in these areas may deserve further attention.

**In Summary: the Senate Budget Committee agrees with the conclusion of the faculty and student members of the task force: The proposed policy will not benefit the University of Connecticut.**

**Nominating Committee Report**  
to the University Senate  
April 6, 2009

1. We move to appoint Faquir Jain to Chair the Growth & Development Committee effective immediately with a term ending June 30, 2009.
2. We move to appoint the following members to the named committee effective immediately with a term ending June 30, 2009.

Jim Hintz, ex-officio non-voting member, to the Student Welfare Committee  
Oluchukwu Oguiibe to the Diversity Committee  
Willena Price to the Diversity Committee  
Robert Stephens to the Diversity Committee

3. We move to appoint Michael Young to the General Education Oversight Committee effective immediately with a term ending June 30, 2011.
4. We move the following student and staff deletions from the named committees:

Lia Albini, undergraduate, from the Student Welfare Committee  
Dipti Dedhia, undergraduate, from the Curricula & Courses Committee  
Wonchi Ju, undergraduate, from the Enrollment Committee  
Dante Paolino, undergraduate, from the Curricula & Courses Committee  
Lee Williams, ex-officio non-voting, from the Student Welfare Committee

5. We move the following student additions to the named committees effective immediately with a term ending June 30, 2009.

Brien Buckman, undergraduate, to the Enrollment Committee  
Jonathan Choi, undergraduate, to the Growth & Development Committee  
Duncan Craig, undergraduate, to the Curricula & Courses Committee  
Meghan Perrone, undergraduate, to the Student Welfare Committee  
Syed Naqvi, undergraduate, to the Curricula & Courses Committee



**University Senate Nominating Committee**  
**Nominating Slate for 2009-2010 Standing Committee Membership**  
**April 6, 2009**

<b>University Budget</b>	<b>Curricula &amp; Courses</b>	<b>Diversity</b>
<b>*Kent Holsinger, Chair</b>	<b>*Eric Schultz, Chair</b>	<b>*Cora Lynn Deibler, Chair</b>
*Bansal, Rajeev	*Accorsi, Michael	*D'Alleva, Anne
*Bontley, Thomas	*Bouchard, Norma	*Desai, Manisha
Boster, James	Buck, Marianne	*Hiskes, Anne
Brightly, Angela	Clark, Janice	Love, Cathleen
Clokey, David	*Darre, Michael	Machida, Margo
Hart, Ian	DePalma, Andrew	Martinez, Maria
*Holzworth, Jim	Hanink, Dean	Masindu, Shari
*Kendall, Debra	Labadorf, Kathy	Neal, Sally
Lamb, Margaret	Lyons, Susan	Omara-Otunnu, Elizabeth
*Lipsky, Sue	O'Donoghue, Maria	*Ortega, Morty
Mannheim, Phil	*Pratto, Felicia	Pérez-Franco, Mayté
*Martin, Jeanne		Ross, Catherine
*McCoy, Patricia		Schipani, Pamela
*Moiseff, Andrew		Stephens, Robert
Naranjo, Tessie		Zinn, Steven
Rios, Diana		
Stolzenberg, Daniel		

<b>Enrollment</b>	<b>Faculty Standards</b>	<b>Growth &amp; Development</b>
<b>*Robert Hoskin, Chair</b>	<b>*Kathleen Segerson, Chair</b>	<b>*TBD, Chair</b>
Austin, Seanice	*Anderson, Amy	*Beck, Cheryl
*Buchmish, Sandra	*Anderson, Greg	Burl, Denielle
*Croteau, Maureen	*Armstrong, Larry	Borden, Tracy
Gorbants, Eva	Engler, Art	*Cantino, Marie
Howser, Michael	*Frank, Harry	*Fox, Karla
Lin, Senjie	Garey, Anita	*O'Neill, Rachel
*Murphy, Brenda	*Holgerson, Kathleen	*Stwalley, William
*Ogbar, Jeffery	*Jordan, Eric	*Thorpe, Judith
*Pane, Lisa	*Kazerounian, Kazem	Wawzyniecki, Stefan
*Strausbaugh, Linda	*Lowe, Charles	
*Thorson, Robert	*Majumdar, Suman	
Ulloa, Susana	Punj, Girish	
Yakimowski, Mary	*Schaefer, Carl	
	*Segerson, Kathleen	
	*Siegler, Del	
	Tuchman, Gaye	
	Williams, Cheryl	
	*Zirakzadeh, Ernesto	

<b>Scholastic Standards</b>	<b>Student Welfare</b>
<b>*Thomas Recchio, Chair</b>	<b>*Kim Chambers, Chair</b>
*Brown, Scott	Bresciano, Karen
*Bucklin, Ann	Britner, Preston
*Clausen, Jack	Cowan, Susanna
*DeFranco, Francine	DeRicco, Beth
Gianutsos, Gerald	*Goodheart, Lawrence
*Gogarten, Peter	Heller, Nina
Gramling, Lawrence	*Korbel, Donna
*Hamilton, Doug	*Kurland, Michael
Higgins, Katrina	*Letendre, Joan
*Roe, Shirley	Morris, Corina
Rong, Yuhang	*Ratcliff, Kay
*von Munkwitz-Smith, Jeffrey	*Trumbo, Steve
*Wagner, David	
Weiner, Robert	

**UNIVERSITY OF CONNECTICUT**  
**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
**April 6, 2009**

**1. Proposal to Amend the By-laws as Presented at the February 2, 2009 Senate Meeting:**

Background

- In November 2007 the Senate passed a motion presented by the Scholastic Standards Committee to change the bylaws (II.E.6) to remove the words "in which they are enrolled" from the section on "Grades of Incomplete and Absent". See item #9 in minutes and attachment #18: <http://senate.uconn.edu/SenMin/senmin.20071112.pdf>

The approved change to the bylaws relates only to II.E.6. Unfortunately, section II.E.3. also refers to "the subsequent semester in which a student is enrolled." The words "next semester" should replace the phrase, "subsequent semester in which a student is enrolled".

- The same section of the by-laws also includes reference to bracketing of the GPA on student transcripts when temporary grades are assigned. This practice is no longer followed and so the wording should be deleted.

Motion

**By-laws section II.E.3 shall be changed as follows:**

(Deleted items in ~~strike through~~; new language in **bold**)

3. Undergraduate Grades

Undergraduate grading shall be done according to a letter system in which A and A- shall represent excellent work; B+, B, and B-, very good to good; C+, C, and C-, average to fair; D+, D, and D-, poor to merely passing; F, failure; I for incomplete; X for absent from semester examination (see II.E.6 below); AUD for course auditors (see II.B.6). With the approval of the Senate Curricula and Courses Committee, courses may be graded S to represent satisfactory work or U, unsatisfactory work. These courses may or may not award credit, but in neither case will grade points be awarded. With the approval of the Senate Curricula and Courses Committee, courses may be graded Y to identify non-semester related courses. When such a course is completed, a standard letter grade will replace the Y grade. If the course is not completed, the assignment of a semester grade shall be at the discretion of the instructor and the dean of the student's school or college. The letter N is used when an instructor does not submit a grade for a particular student. Temporary grades I, X, N, Y shall not suppress the calculation of either the semester or the cumulative grade point average; ~~however in such cases, the grade point average will be bracketed on the academic record.~~

N and Y temporary grades are replaced on the academic record by the actual grade when submitted by the instructor. Work to convert I, N, X temporary grades to permanent grades must be completed by the end of the third week of the **next semester** ~~subsequent semester in which a student is enrolled~~. An N grade which remains unresolved will become N F and be computed as an F. If no grade is submitted for a grade of X, the grade will automatically revert to F and will be shown as X F.

If no grade is submitted to replace the grade of I, the automatic F will be shown as I F.

The following grade points per credit shall be assigned to grades: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.

No student who has failed in a course shall have further opportunity to receive credit in that course except by repeating the work.

In all non-credit courses students shall be reported as passed "P" or failed "F".

## 2. Presentation of Proposal to Amend the By-laws for Vote at the May 4, 2009 Senate Meeting:

### Background

The winter commencement has been terminated due to financial and weather uncertainty reasons. This change necessitates corresponding changes in the Rules and Regulations of the University Senate.

### Current Wording

## **BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE II. RULES AND REGULATIONS**

### C. Minimum Requirements for Undergraduate Degrees

#### 3. Conferral of Degrees

Degrees will be conferred three times annually: on Commencement Day in May and December, and on August 24 following the summer sessions. Students who do not complete work for the degree by one conferral date may qualify for the next conferral date by satisfactorily completing all graduation requirements.

The University has two Commencement Days each year, in May, following the spring semester, and in December, following the fall semester. Students who are candidates for May or the following August may participate in the May Commencement. Students who are candidates for December and those who will complete their requirements in the following January may participate in the December Commencement.

### Motion

**To amend the By-Laws, Rules and Regulations of the University Senate Section II.C.3 as follows:**  
(Deleted items in strikethrough; new language underlined).

#### 3. Conferral of Degrees

Degrees will be conferred three times annually: on Commencement Day in May and December, and on August 24 following the summer sessions, and on the Sunday following the end of final examinations in December. Students who do not complete work for the degree by one conferral date may qualify for the next conferral date by satisfactorily completing all graduation requirements.

The University has two one Commencement Days each year, in May, following the spring semester, and in December, following the fall semester. Students who are candidates for May or the following August may participate in the May Commencement. Students who are candidates for December and those who will complete their requirements in the following January may participate in the December Commencement. Students who received degrees at the end of the previous summer or fall semester and students who anticipate completing degree requirements by the May Commencement or the following August may participate.

**University Senate Curricula and Courses Committee  
Report to the Senate  
April 6, 2009**

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

**A. ECON 1179 Economic Growth and the Environment**

ECON 1179. Economic Growth and the Environment.

Either semester. Three credits. Not open to students who have passed Econ 1000 or Econ 1107. Morand.

Simple economic concepts and tools and their application to the interactions between growing economies and the environment. Concepts include: supply and demand; models of economic growth; theory of externalities; valuation of natural capital and environmental services; trade theory.

**B. CSE 1010 - Introduction to Computing for Engineers**

Both semesters. Three credits. Two class periods and one two-hour laboratory period per week. No previous programming experience required. Not open for credit to students who have passed CSE 110C, 123C, 130C or 1100(C).

Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.

**II. The curricula and Courses Committee recommends approval of REVISIONS for the following 1000 or 2000 level courses:**

**A. ECE 1101 Electrical & Computer Engineering. (Change in pre-requisites)**

**Current Title and Catalog Copy**

ECE 1101 Electrical and Computer Engineering Tools

Second semester. One credit

An introduction to the modern computer tools used for circuit analysis, signal and system analysis, control and data acquisition

**Revised Title and Catalog Copy**

ECE 1101 Electrical and Computer Engineering Tools

Second semester. One credit. Not open for credit to students who have passed ECE 3101.

An introduction to the modern computer tools used for circuit analysis, signal and system analysis, control and data acquisition

**B. BADM 3710 Principles of Managerial Accounting C&C (Change number to 2710)****Current Title and Catalog Copy**

BADM 3710. Principles of Managerial Accounting (210) Either semester. Three credits. Prerequisite ACCT 2001; open to Juniors or higher. Not open to students who have passed or are taking ACCT 2101. Will not substitute for ACCT 2101 for students who enter the School of Business. May not be used to satisfy Junior-Senior level major requirements of the School of Business.

A survey of internal reports to managers for use in planning and controlling operating systems, for use in decision-making, formulating major plans and policies, and for costing products for inventory valuation and income determination.

**Revised Title and Catalog Copy**

BADM 2710. Principles of Managerial Accounting (210) Either semester. Three credits. Prerequisite ACCT 2001. Not open to students who have passed or are taking ACCT 2101. Will not substitute for ACCT 2101 for students who enter the School of Business. May not be used to satisfy Junior-Senior level major requirements of the School of Business.

A survey of internal reports to managers for use in planning and controlling operating systems, for use in decision-making, formulating major plans and policies, and for costing products for inventory valuation and income determination.

**C. MCB 2410 Genetics (Change in catalog copy)****Current Title and Catalog Copy:**

2410. Human Genetics

(200) Either semester. Three credits. Two lectures and one problem session. Not open to students who have passed MCB 2400. Prerequisite: BIOL 1107.

Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.

**Revised Title and Catalog Copy:**

2410. Genetics

(200) Either semester. Three credits. Two lectures and one problem session. Not open to students who have passed MCB 2400. Prerequisite: BIOL 1107.

Principles of eukaryotic genetics.

**III. The curricula and Courses Committee recommends approval of S/U grading for the following courses:****A. ENGR 3281 Engineering Internship**

ENGR 3281 Engineering Internship

One or more summer semesters. No credit. Hours by arrangement. Pre-requisite: Consent of the program director. May be repeated. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory)

This course provides an opportunity for students to participate in a work environment to gain practical experience and to exercise problem solving skills.

**B. ANSC 2699 Independent Study.****Current Title and Catalog Copy**

2699. Independent Study

(299) Either or both semesters. Credits and hours by arrangement of instructor. May be repeated for credit. Instructor consent required.

**Revised Title and Catalog Copy**

2699. Independent Study

Either or both semesters. Credits and hours by arrangement of instructor. May be repeated for credit. Instructor consent required. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**C. ANSC 2690 Animal Science Field Excursion****Current Title and Catalog Copy**

2690. Animal Science Field Excursions

(291) Either semester. One credit. Open only with instructor consent. May be repeated for credit with a change of topic.

A multiple day field trip format. Students in this course will travel with the instructor to visit and tour agri-businesses that represent commercial aspects of different animal science activities. Students will interview agri-business personnel and gain an understanding of how agricultural principles are applied in the field. Each student must submit a formal written report for evaluation and meet all other course requirements as specified by the instructor. Field trip is required

**Revised Title and Catalog Copy**

2690. Animal Science Field Excursions

(291) Either semester. One credit. Open only with instructor consent. May be repeated for credit with a change of topic.

A multiple day field trip format. Students in this course will travel with the instructor to visit and tour agri-businesses that represent commercial aspects of different animal science activities. Students will interview agri-business personnel and gain an understanding of how agricultural principles are applied in the field. Each student must submit a formal written report for evaluation and meet all other course requirements as specified by the instructor. Field trip is required. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory)

**D. PNB 3279 Insights into Dental Science and Clinical Medicine****Current Title and Catalog Copy**

PNB 3279 Insights into Dental Science and Clinical Medicine

Second semester. One credit. One 2-hour lecture period over a ten-week period. Open to honors students. Open to non-honors students with instructor consent.

A seminar series in which Medical and Dental School faculty from the Farmington Campus provide exposure to the basic sciences supporting dental and medical clinical practices.

**Revised Title and Catalog Copy**

PNB 3279 Insights into Dental Science and Clinical Medicine

Second semester. One credit. Weekly two hour lecture for ten weeks. Open to honors students, to others with

consent of instructor. Presentations by Medical and Dental School faculty on basic sciences supporting dental and medical clinical practices. Students taking the course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**E. ENGL 3082 Wiring Center Practicum**

Either semester, One credit. Prerequisite: ENGL 1010 or 1011 or 3800.

Consent of instructor is required. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Introduction to Writing Center pedagogy, theory and research methods. Intended primarily for Writing Center staff.

**IV. The curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 2, Social Sciences:**

- A. ECON 1179 Economic Growth and the Environment

**V. The curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 3, Science and Technology – NON-LAB Course**

- A. ENGR 1101 Living in an Engineered World

**VI. The curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 4, Diversity and Multiculturalism INTERNATIONAL**

- A. SOCI 3823 Sociology of Law: Global and Comparative Perspectives
- B. ENGL 3320 Literature and Culture of India

**VII. The curricula and Courses Committee recommends approval to DELETE the following from the General Education Content Area 1, Arts and Humanities.**

- A. ENGL 3409 The Modern Novel (replaced by ENGL 2409)

**VIII. The curricula and Courses Committee recommends approval to REVISE the following General Education Writing Competency courses:**

- A. HIST 3101W History through Fiction (Allow repeatable for credit with a change in topic)

**Revised Title and Catalog Copy**

3101W. History through Fiction

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to juniors or higher. What classic novels and other works of fiction reveal about major historical periods and themes in history. Variable topics. May be offered from an American or European perspective. With a change in topic, this course may be repeated for credit.

**B. GSCI 4050W Geoscience and Society (Change in pre-requisites)****Current Title and Catalog Copy**

GEOL 4050W. Geoscience and Society

(290W) Second semester. Three credits. Prerequisite: GEOL 1050 or 1051; ENGL 1010 or 1011 or 3800; or instructor consent; open to juniors or higher.

Application of fundamental geological principles to issues of concern to society such as global climate change; wildfires; drought and water resources; earthquake, volcano, and tsunami hazards; medical geology; energy resources; sustainability; and coastal processes.

**Revised Title and Catalog Copy**

GSCI 4050W. Geoscience and Society

(290W) Second semester. Three credits. Prerequisite: GSCI 1050 or 1051; at least two 2000-level or higher GSCI courses one of which may be taken concurrently; ENGL 1010 or 1011 or 3800; or instructor consent; open to juniors or higher.

Application of fundamental geological principles to issues of concern to society such as global climate change; wildfires; drought and water resources; earthquake, volcano, and tsunami hazards; medical geology; energy resources; sustainability; and coastal processes.

**C. ECON 3491W Internship – Research Paper (Change to 2491W)**

3491. Internship – Research Paper

(295) Both semesters. One credit. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000- level or above; must be taken concurrently with ECON 3481; no credit will be given for one course without the other.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

3491W. Internship – Research Paper

(295W) Prerequisite: ENGL 1010 or 1011 or 3800. Must be taken concurrently with ECON 3481.

**Revised Title and Catalog Copy**

2491. Internship – Research Paper

(295) (Formerly offered as ECON 3491.) Both semesters. One credit. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester; have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000- level or above; must be taken concurrently with ECON 2481; no credit will be given for one course without the other.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

2491W. Internship – Research Paper

(295W) (Formerly offered as ECON 3491W.) Prerequisite: ENGL 1010 or 1011 or 3800. Must be taken concurrently with ECON 2481.



**IX. For the information of the Senate, Natural Resources Management and Engineering (NRME) has changed to Natural Resources and the Environment (NRE). The following General Education courses will be updated to reflect the change:**

**Current:**

CA1 Arts and Humanities

NRME 1235 [130] Environmental Conservation

CA3 Science and Technology, Non-Lab

NRME 1000 [100] Environmental Science

CA4 Diversity and Multiculturalism, International

NRME 3305 [207] African Field Ecology and Renewable Resources Management  
(cross-listed with EEB 3307)

Writing Competency

NRME 4000W [239W] Natural Resource Planning and Management

NRME 4697W [297W] Undergraduate Thesis in Natural Resources

**Revised:**

CA1 Arts and Humanities

NRE 1235 [130] Environmental Conservation

CA3 Science and Technology, Non-Lab

NRE 1000 [100] Environmental Science

CA4 Diversity and Multiculturalism, International

NRE 3305 [207] African Field Ecology and Renewable Resources Management

Writing Competency

NRE 4000W [239W] Natural Resource Planning and Management

NRE 4697W [297W] Undergraduate Thesis in Natural Resources

**X. For the information of the Senate, GEOC has approved the following course for Intensive Session teaching:**

CA2 Social Science

HDFS 1060 Close Relationships Across the Lifespan

Respectfully Submitted by the Senate Curricula and Courses Committee.

Michael J. Darre, Chair, Keith Barker, Marianne Buck, Janice Clark, Dipti Dedhia, Andrew DePalma, Dean Hanink, Kathleen Labadorf, Susan Lyons, Maria Ana O'Donoghue, Morty Ortega, Dante Paolino, Eric Schultz

4-6-09