

UNIVERSITY SENATE MEETING AGENDA
October 12, 2015
ROME BALLROOM, Storrs Campus

1. Moderator Clark called to order the regular meeting of the University Senate of October 12, 2015 at 4:00pm.
2. Approval of Minutes
 Senator Rios moved acceptance of the 9/21/2015 minutes; Senator Jain seconded.
 Passed with one abstention.
3. Report of the President (Presented by Provost Choi)
 Provost Choi shared that on Wednesday, the groundbreaking of the new Innovation Partnership Building will take place. The building is to be completed by 2017. It will feature core facilities for materials analysis and advanced manufacturing. Since 2011, more than \$60 million in industry partnerships has been raised. Space and resources are still available for new partnerships. Please contact Larry Silbart for more information.

The Dodd Prize for International Justice and Human Rights will be awarded this Thursday. The honorees are Bill Clinton and the Tostan Foundation of Senegal. The Tostan Foundation was founded to empower African communities through access to education and health care. Provost Choi then shared that Dennis Wright, Amy Anderson and Yale colleagues received a \$10 million project for compound development for new pharmaceuticals. They are seeking partners throughout the university to increase commercialization activities. Manos Anagnostou (ENGR), Elizabeth Holzer (SOCl) and their colleagues received a \$4.3 million NSF Partnership for International Research and Education grant. This builds upon the USAID project for water resource management and training in Ethiopia. During the past 5 years, they've grown the Ph.D. program in Ethiopia to more than 50 students. Forty percent of the students are women. Their goal is to support this water-rich country to develop the technical expertise to manage their resources. In another grant application, Tom Scheinfeldt, Michael Lynch and Martha Bedard received an important grant from the Mellon Foundation to establish the Digital Scholarship initiative at the UConn Library. We are also proud that a UConn alumna, Karthik Chandran of Columbia, was selected for a McArthur Genius award for his work on environmental microbiology.

In faculty recruitment and diversity news, during the past year, we hired 41 tenure-track/clinical faculty and 12 faculty in residence. Of the tenure-track/clinical faculty, 1 is African-American and 2 are Hispanic. The APIR appointments include 1 African-American faculty member but no Hispanic faculty. Provost Choi shared that the University is planning to hire between 70 faculty (both new and replacements) in the coming year. The most important investment that we make as a university is the hiring of faculty members. To that end, the provost has asked for compelling justifications: How does the candidate enhance diversity? What are the specific strengths of the candidate? How will the candidate contribute to the research and teaching programs? Many of these questions are already a part of the ODE and HR approval process prior to making an offer, so this is not new. The deans are critical to this process. The discussions of these justifications must occur first between the dean and department head. The Provost will be working closely with the deans to make this process as seamless and efficient as possible. Moderator Clark then invited questions from the floor.

Senator Rios asked Provost Choi to elaborate on the full-time faculty hired for regional campuses. The Provost promised to provide those data.

Senator Desai asked if applicants for new faculty positions are required to provide a diversity statement. The Provost invited Assistant Vice Provost Wilder to respond, who confirmed that the statement is required as part of the application package. Senator Desai followed up in asking if that requirement appears in advertisements for positions. The Provost replied that this requirement must appear in advertisements.

4. Report of the Senate Executive Committee
Gary English presented the report of the Senate Executive Committee

(Attachment #9)

Moderator Clark invited questions from the floor. Senator Rios asked Senator English to elaborate on free speech and academic freedom. Senator English responded that they touch each other, and are well known issues on the national landscape. Academic freedom is one of most important as a cornerstone of higher education. The thread of free speech has to be distinguished from verbal abuse (content, ideas, manner of communication) and understanding what constitutes public discourse.

5. Consent Agenda Items
Report of the Curricula & Courses Committee

(Attachment #10)

The Senate voted to approve the Consent Agenda

6. Report of the Scholastic Standards Committee
Senator Livingston presented the report of the Scholastic Standards Committee.

(Attachments #11)

- A. VOTE to amend the By-Laws, Rules and Regulations of the University Senate II.B.10, Adding or Dropping Courses.

Senator Renfro noted that C.4. was not clear regarding permission (some courses require permission). He also was concerned that “ten class days” was ambiguous. Senator Livingston replied that Scholastic Standards should further discuss permission wording. With regard to “ten class days,” she invited a motion to amend. Senator Renfro moved the following amendment: “10th day of the term”; seconded. There followed considerable discussion of alternative phrasing. Senator English recommended keeping the current language with the registrar’s understanding of its meaning. Senator Renfro withdrew his motion. Senator English moved the revision: “first ten days of classes”; seconded by Senator Darre; amendment passed unanimously. Senator Renfro also observed that paragraph 4 refers to “program” and asked if there is an official definition of a program. Senator Livingston replied that we have no definition, and some programs are outside departments. Senator DiGrazia clarified that INTD and UNIV are included among programs.

The amended motion passed unanimously.

- B. VOTE to amend the By-Laws, Rules and Regulations of the University Senate II.G.1 and 2, Eligibility for University Scholars.

Senator Livingston explained the purpose of this change is to bring these by-laws in line with the University by-laws as a whole rather than to provide detailed procedures. Section A defines the program; in B, eligibility and procedures are removed. Senator Renfro if “tenure track” excludes in-residence. Moderator Clark recognized Monica van Beusekom, coordinator of the University Scholar program: The University Scholar program allows students to propose substitutions; the rationale is to limit to tenure track for approval of substitutions; in-residence faculty are thus excluded. In-residence faculty have different responsibilities across the university. Senator Renfro observed that in awarding multi-year contracts we have in essence created a permanent cohort of faculty; this provision seems to create a two track system valuing tenure track faculty more than in-residence faculty. Senator Teitelbaum observed that he supports rules that welcome permanent in-residence faculty; mechanisms are in place to approve the suitability of an individual in residence faculty member. Senator Caira if a University Scholar’s committee could be made up entirely of in-residence faculty. There is not much vetting of committees, she noted and asked if a committee ever been vetted and rejected. Senator English suggested an amendment: “University Scholars shall assemble a committee of three full-time faculty to include some proportion of tenured or tenure track faculty”; seconded by another senator. Senator English agreed with Senator Renfro and Senator Teitelbaum that in-residence faculty are fully vested across all teaching and service functions. Senator Beall suggested a friendly amendment to Senator English’s proposed amendment: “at least one” to substitute “some proportion.” Senator Condouriotis asked if we need to specify at all. Without further debate, the amendment was passed unanimously.

The amended motion passed unanimously.

7. New Business

There was no new business.

8. Senator Sanner moved adjournment; Senator Desai seconded; motion was passed unanimously.

Respectfully Submitted,

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

The following members were absent from the October 12, 2015 meeting:

Accorsi, Michael	Freake, Hedley	Roccoberton, Bartolo
Agwunobi, Andrew	Gilbert, Michael	Sanchez, Lisa
Aindow, Mark	Gordina, Maria	Schwab, Kristin
Aneskievich, Brian	Herbst, Susan	Seemann, Jeffrey
Bansal, Rajeev	Higgins, Katrina	Siegle, Del
Bellini, Sandra	Jordan, Scott	Skoog, Annelie
Bradford, Michael	Kendig, Tysen	Tilton, Robert
Bull, Nancy	Locust, Wayne	Wei, Mei
Dennis, Kelly	Loturco, Joseph	Weidemann, Gregory
Dey, Dipak	Mellone, Barbara	Whitney, Michael
Dominguez, Teresa	Mundrane, Michael	Yelin, Susanne

Report of the Senate Executive Committee
To the University Senate
October 12, 2015

The SEC has met twice since the last Senate Meeting September 21st. We met as a group on October 2nd, to discuss several items, had a private meeting with President Herbst, and a larger meeting with the committee chairs to finalize the agenda for today's Senate meeting. We also met on October 9, 2015, to again finalize discussion on several items and meet privately with Provost Choi. We also met with Administrators to discuss a variety of issues of interest to the University community. Issues discussed with the Administration included new application options for high school students, including partnerships with "Promise" programs to recruit talented students from the urban environments throughout CT; a detailed report from Vice Provost Seemann on research programs, graduate student population, diversity figures for incoming faculty and distribution of faculty within tenure and non-tenure track appointments, new communication options from the University Architect's office, and a new media studio on campus that will make it much easier for faculty to be available to news media outlets, through a video-link that can be set up directly to the media.

Items discussed within the SEC included:

- Restructuring of the Alumni Awards for faculty pending the consolidation of the Alumni Association with the UConn Foundation. The Awards will be given this academic year as in the past, but through the Alumni Relations office of the Foundation. Four awards will be given in various academic areas of research and teaching on the undergraduate and graduate levels. In addition, the Alumni Relations/Foundation award for a Distinguished Professor that has been historically given every three years will also remain part of this program. Board of Trustees Distinguished Professor Janine Caira has accepted the charge to help bring a working group of faculty together to collaborate with Alumni Relations in developing an appropriate nomination and vetting process for the awards. The awards will be announced this spring, with a ceremony likely early in the fall. It will be important for faculty and administration to nominate individuals to generate a large and interesting pool of potential recipients. I would like to thank President Herbst and the Foundation for supporting this project.
- In cooperation with the Provost's office, the SEC is assisting in bringing together a working group of faculty and staff as a task force to study the implications of the Common Schedule both at the regional campuses and here at Storrs. Nominations from the regional campuses and Storrs have been collected by the SEC and will be passed to the Provost's office. This list will be completed by early next week. The group will be charged to submit a final report by the end of this semester.

- The SEC has given three charges to the Faculty Standards Committee regarding teaching effectiveness, free speech and civility and academic freedom. At the suggestion of President Herbst, the SEC agrees that the issue of free speech and civility is an important issue across the country and particularly at universities. We feel that it is important to have a clear and concise statement as part of the policy of the University of Connecticut By-laws. Likewise, we feel strongly that academic freedom should be clearly and concisely defined and imbedded in the University by-Laws as a fundamental operating principle of the University. It is our expectation that once these proposals are brought to the Senate for discussion and adoption the administration will in turn bring them to the Board of Trustees for adoption as permanent statements within the University By-Laws.

Other items discussed within the SEC included concerns regarding cuts in library funding and services, issues relating to student welfare at the regional campuses, and continued conversations on the current General Education requirements as the task force for the assessment of the current Gen. Ed. Program gets organized.

Respectively submitted,

The Senate Executive Committee

Gary M. English, Chair
Rajeev Bansal
Mark Boyer
Pam Bramble
Janine Caira
Lauren DiGrazia
Maria-Luz Fernandez
Katharina Von Hammerstein
Veronica Makowsky
Tony Patelunas
Rachel Conboy

University Senate Curricula and Courses Committee
Report to the Senate
October 12, 2015

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

A. ECON 2447 Economics of Sports

Proposed Catalog Copy

ECON 2447. Economics of Sports

Three credits. Prerequisite: ECON 1200 or 1201

Microeconomic principles applied to the business of sports. Player salaries; antitrust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; impact of franchises on local economies.

B. LLAS 1000 Introduction to Latina/o Studies

Proposed Catalog Copy

LLAS 1000: Introduction to Latina/o Studies.

Three credits. Interdisciplinary examination of the Latina/o experience and impact across the United States. Consideration of behavioral, institutional, and societal perspectives; national and transnational identity; cultural, legal, and educational issues.

C. SOCI 2275W Social Well-Being

Proposed Catalog Copy

SOCI 2275W. Social Well-Being

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

Socially-embedded facets of well-being. Definitions and levels of well-being; relationship of well-being to social situations, social interactions, and social institutions.

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

A. CAMS 1171 Intensive Elementary Ancient Greek (Title and description change)

Current Catalog Copy

CAMS 1171. Elementary Greek I and II

(171-172) Four credits each semester. Four class periods. Not open for credit to students who have had three or more years of Greek in high school, except with Departmental consent.

Intensive introduction to ancient Greek. First semester: basic morphology, syntax, and vocabulary through simple readings from the New Testament; second semester: transition to classical Greek through selections from Xenophon, reading of Plato's Apology complete.

Revised Catalog Copy

CAMS 1171. Intensive Elementary Ancient Greek

Four credits. Four class periods. Not open for credit to students who have had three or more years of Greek in high school, except with Departmental consent.

Intensive introduction to ancient Greek. Basic morphology, syntax, and vocabulary through simple readings from the New Testament.

B. CAMS 1172 Intensive Intermediate Ancient Greek (Title and description change)

Current Catalog Copy

CAMS 1171. Elementary Greek I and II

(171-172) Four credits each semester. Four class periods. Not open for credit to students who have had three or more years of Greek in high school, except with Departmental consent. Intensive introduction to ancient Greek. First semester: basic morphology, syntax, and vocabulary through simple readings from the New Testament; second semester: transition to classical Greek through selections from Xenophon, reading of Plato's Apology complete.

Revised Catalog Copy

CAMS 1172. Intensive Intermediate Ancient Greek

Four credits. Four class periods. Prerequisite: CAMS 1171 or instructor consent.

Transition to classical Greek through selections from Xenophon, reading of Plato's Apology complete.

C. MCB 2225 Cell Biology Laboratory (Description and prereq change)

Current Catalog Copy

MCB 2225. Cell Biology Laboratory

Four credits. One 1-hour lecture and two 4-hour laboratories. Prerequisite or corequisite: MCB 2210. Prerequisite: Open to honors students; open to non-honors students with instructor consent.

A laboratory experience that will prepare students for thesis research. Focus will be on experimental design, data analysis and presentation. Topics include cell culture, DNA transfection, fluorescence and time-lapse microscopy, image processing, and flow cytometry. Students will pursue independent research projects. A fee of \$75 is charged for this course.

Revised Catalog Copy

MCB 2225. Cell Biology Laboratory

Four credits. One 1-hour lecture and two 4-hour laboratories. Prerequisite: BIOL 1107 or equivalent Prerequisite: Open to honors students; open to non-honors students with instructor consent.

A laboratory experience that will prepare students for thesis research in the biological

sciences. Experimental design, quantitative analysis and presentation of data. Topics include cell culture, fluorescence and time-lapse microscopy, DNA transfection, image processing, and flow cytometry. Students will also pursue independent research projects. A fee of \$75 is charged for this course.

D. UNIV 1840 Learning Community Service Learning (Credit limit change)

Current Catalog Copy

UNIV 1840. Learning Community Service-Learning

One credit. Class hours by arrangement. Prerequisite: Open only with instructor consent. This course may be repeated for a total of two semesters. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Activities, discussions, and critical reflections related to service-learning, community engagement, and/or experiential learning activities specific to the theme of a learning community.

Revised Catalog Copy

UNIV 1840. Learning Community Service Learning

Either semester. One credit. Class hours by arrangement. Open only with instructor consent. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). This course may be repeated for a total of four semesters.

This course will engage students in service learning, community engagement, and/or experiential learning activities, discussions, and critical reflection specific to the theme of a learning community.

E. WGSS 2263 Women and Violence (Title and description)

Current Catalog Copy

WGSS 2263. Women and Violence

(Formerly offered as WS 2263 and as WS 3263.) (Also offered as HRTS 2263.) Three credits. Prerequisite: Open to sophomores or higher. Recommended preparation: Any 1000-level WGSS course.

Discussion of violence against women in the U.S. and globally, including close examination of various forms of interpersonal and structural violence as well as the social, political and personal meanings of violence.

Revised Catalog Copy

WGSS 2263. Women, Gender, and Violence

(Formerly offered as WS 2263 and as WS 3263.) (Also offered as HRTS 2263.) Three credits. Prerequisite: Open to sophomores or higher. Recommended preparation: Any 1000-level WGSS course.

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional, and structural violence; social, political, and personal meanings of gendered violence; special emphasis on women.

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

A. AH 2000 Fundamentals of Allied Health Care

IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend addition of the following new 3000- or 4000-level course to the Writing Competency:

A. CHEG 4143W Chemical Engineering Capstone Design II

Proposed Catalog Copy

CHEG 4143W. Chemical Engineering Capstone Design II

Three credits. Prerequisite: CHEG 4140 and CHEG 4142; ENGL 1010 or 1011 or 2011.

Open to juniors or higher. Open only to CHEG majors.

Continuation of work on chemical process and simulation projects assigned in CHEG 4140. Group work, written and oral communication, and presentation of the final project, which analyzes a chemical process from technical, economic, safety, and environmental perspectives.

V. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend revision of the following 3000- or 4000-level courses to the Writing Competency:

A. BADM 4070W Effective Business Writing (Pre-reqs)

Current Catalog Copy

BADM 4070W. Effective Business Writing

One credit. Prerequisite: MGMT 3101, or MKTG 3101 or FNCE 3101; ENGL 1010 or 1011 or 2011; open only to juniors or higher; open only to School of Business students.

Not open to students who have successfully completed BADM 4075W or MGMT 3070W.

Techniques to improve written business communication skills. Requires a variety of written assignments and gives special attention to writing tasks that students are likely to encounter early in their careers, such as reports to supervisors, sales proposals, documentation of business policies, responses to complaints, as well as general business letters and memos. Students will receive critiques of their written assignments and will be required to revise their writing.

Revised Catalog Copy

BADM 4070W. Effective Business Writing

One credit. Prerequisite: MGMT 3101 or MKTG 3101 or FNCE 3101; ENGL 1010 or 1011 or 2011; Open only to Business Majors of Junior or higher status. Not open to students who have successfully completed BADM 4075W or MGMT 3070W.

Techniques to improve written business communication skills with focus on early-career writing tasks such as reports to supervisors, sales proposals, documentation of business policies, responses to complaints, general business letters, and memos.

A. BADM 4075W Business Communication (Pre-reqs)

Current Catalog Copy

BADM 4075W. Business Communications

Three credits. Prerequisite: Open only to juniors or higher admitted to the School of Business; ENGL 1010 or 1011 or 2011. Not open to students who have successfully completed BADM 4070W or MGMT 3070W.

Techniques for improving professional writing and oral communications skills and ways in which visual communications, document design, and use of workplace technologies shape the message.

Revised Catalog Copy

BADM 4075W. Business Communications

Three credits. Prerequisite: Open only to Business Majors of junior or higher status; ENGL 1010 or 1011 or 2011. Not open to students who have successfully completed BADM 4070W or MGMT 3070W.

Techniques for improving professional writing and oral communications skills and ways in which visual communications, document design, and use of workplace technologies shape the message.

B. MARN 4030W Marine Biochemistry (Title and description)

Current Catalog Copy

MARN 4030W. Marine Biogeochemistry

(280W) Three credits. Prerequisite: CHEM 1128, MATH 1122 or 1132, PHYS 1202 or equivalent; ENGL 1010 or 1011 or 2011. Vlahos

Composition, origin and solution chemistry of sea water. Marine biogeochemical cycles of water, salt, carbon, nutrients, gases and trace elements. Effects of ocean circulation, biological cycles and crustal exchanges on the distribution and transfer of substances in the marine environment.

Revised Catalog Copy

MARN 4030W. Chemical Oceanography

Three credits. Prerequisite: CHEM 1128; MATH 1132; PHYS 1202 or equivalent; ENGL 1010 or 1011 or 2011. Vlahos.

Composition, origin, and solution chemistry of seawater and the marine biogeochemical cycles of salts, elements, and gases. Distributions and transfer in the marine environment through chemical equilibria, rates, redox, partitioning, ocean circulation, biological cycles, and crustal exchanges.

C. PSYC 3300/W Emotional/Behavioral Disorders of Childhood (Title)

Current Catalog Copy

PSYC 3300. Emotional/Behavioral Disorders of Childhood

(249) Three credits. Prerequisite: PSYC 2400.

Theory, research, treatment, and prevention in developmental psychopathology from infancy through adolescence.

PSYC 3300W. Emotional/Behavioral Disorders of Childhood
(249W) Prerequisite: PSYC 2400; ENGL 1010 or 1011 or 2011.

Revised Catalog Copy

PSYC 3300. Abnormal Child Psychology
(249) Three credits. Prerequisite: PSYC 2400.

Theory, research, treatment, and prevention in developmental psychopathology from infancy through adolescence.

PSYC 3300W. Abnormal Child Psychology
(249W) Prerequisite: PSYC 2400; ENGL 1010 or 1011 or 2011.

VI. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 1 – Arts and Humanities:

- A. SPAN 1020 Fashion, Design, Art & Identity in Spain

VII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 2 – Social Sciences:

- A. EDCI 2100 Power, Privilege, and Public Education

Additional Catalog Copy Revisions

(Colon removed after “such as”; comma changed to a semi-colon after “frameworks of education”)

EDCI 2100. Power, Privilege, and Public Education

Three credits. Recommended for students considering applying to the Neag School of Education their sophomore year.

Service learning course. Interdisciplinary analysis of the development and structure of schooling, teaching, and learning in American society; impact of public education on its many and diverse stakeholders. Includes topics such as equity and excellence; historical, socio-cultural, philosophical, political, and legal frameworks of education; and current educational reform efforts.

- B. GEOG 2400 Introduction to Sustainable Cities

VIII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 4 – Diversity and Multiculturalism:

- A. EDCI 2100 Power, Privilege, and Public Education

IX. For the information of the University Senate, the General Education Oversight Committee approves the following course for offering in the intensive session:

- A. SPAN 1020 Fashion, Design, Art & Identity in Spain (CA1, CA4-INT)

Respectfully Submitted by the 15-16 Senate Curricula and Courses Committee: Pamela Bedore – Chair, Eric Schultz, Marianne Buck, Michael Darre, Dean Hanink, Kathleen Labadorf, Shayla Nunnally, Maria Ana O’Donoghue, Michael Whitney, George McManus, Suzanne Wilson, Dan Weiner

9/22/15 and 10/6/15

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
October 12, 2015

Proposal to change By-Laws regarding Adding or Dropping Courses

A. Background:

The By-Laws do not clearly articulate the current policy that students who drop courses between the 2nd-9th weeks of classes should receive a “W” notation on their transcript. This has resulted in inconsistent practice between schools and colleges. Also, no-W drops that reduce a student’s earned credits below full-time have implications for such dependent benefits as financial aid and Pell grants. Further, it is necessary to change references to the first two weeks of classes to the first ten days. The designation of ten days is tied to financial aid.

B. Current Bylaws:

By-Laws, Rules, and Regulations of the University Senate II.B.10

10. Adding or Dropping Courses

Instructions for adding and dropping courses appear in the Directory of Classes. Within the following regulations, students may revise their course schedules on days and at hours specified by the Office of the Registrar.

Students must consult with their academic advisor prior to adding or dropping courses.

If a particular course requires consent, a student must obtain that consent before adding that course.

Students may add courses during the first two weeks of a semester without special permissions. A student may add courses during the third or fourth week of classes in exceptional circumstances and with the consent of the student's advisor, the course instructor, and the head of the department offering the course. After the fourth week, the permission of the student's dean is also required.

Students may drop courses before the end of the second week without penalty. After the second week of the semester and through the ninth week a student may drop one course for any reason without a grade penalty but will have a "W" (for withdrawal) recorded on his or her academic record. Unless on the recommendation of the advisor an exception is made by the dean of the school or college in which the student is enrolled, no student is permitted to drop a course after

the ninth week of classes or to drop more than one course after the second week. Exceptions are made only for extenuating circumstances beyond the student's control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week.

During the first two weeks of the semester, course section changes do not require advisor consultation. After the second week, course section changes require the same authorizations as other add/drop transactions.

A student who during the first two weeks does not attend any classes or laboratories of a course in which he or she is enrolled may be denied a place in the course (see Class Attendance, II.E.11). Such non-attendance, or non-attendance later in the semester, does not constitute withdrawal; the student must officially drop the course by regular procedures or risk being assigned a failing grade.

Only with the consultation of the advisor and consent of the dean of the school or college in which the student is enrolled may an undergraduate student be registered for fewer than 12 credits. In considering a schedule with fewer than 12 credits, students should note the regulations concerning part-time students, scholastic probation and dismissal (see II.B.3,4 and II.E.14), and financial aid.

A student who withdraws from a full-year course at the close of the first semester shall, if he or she has passed the course, receive credit for the work of the first semester unless it is announced in the catalog that the course must be taken in its entirety, in which case the credit shall be withheld until the course is completed.

Students at the University's regional campuses are subject to all regulations governing adding and dropping courses except that course instructors act for the department heads and the regional campus director acts for the dean.

In summer sessions a student may drop a course through the fourth day of classes without a "W" being recorded on the academic record. A summer session student who has been admitted to a school or college of the University should consult the dean of that school or college for permission to drop after the eighth day of classes.

C. Proposal to Senate: Vote

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

By-Laws, Rules, and Regulations of the University Senate II.B.10

10. Adding or Dropping Courses

Instructions for adding and dropping courses appear in the ~~Directory~~ Schedule of Classes. Within the following regulations, students may revise their course schedules on days and at hours

specified by the Office of the Registrar. Though classes may be scheduled on weekends, these are not factored into the following regulations.

Students ~~must~~ should consult with their academic advisor prior to adding or dropping courses.

~~If a particular course requires consent, a student must obtain that consent before adding that course.~~

Students may add courses during the first ~~two weeks~~ ten class days of a semester without special permissions. In exceptional circumstances only, A student may add courses during the third or fourth week after the tenth day of classes in exceptional circumstances and with the consent of the student's advisor, the course instructor, and the head of the department or program offering the course. After the fourth week, the permission of the student's academic dean or his/her designee is also required for adding classes.

Students may drop courses before the end of the ~~second week~~ tenth day of classes without ~~penalty transcript notations.~~ After the ~~second week of the semester~~ tenth day of classes and through the ninth week, a student may drop one course for any reason ~~without a grade penalty but will have a "W" (for withdrawal) recorded on his or her academic record permission from their the student's advisor.~~ ~~n~~ No student is permitted to drop a course after the ninth week of classes or to drop more than one course after the second week first ten days of classes. Unless, on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled, no student is permitted to drop a course after the ninth week of classes or to drop more than one course after the second week. Any course dropped after the second week will receive a "W" on the transcript. Exceptions to transcript notations can be made only by the Provost or his or her designee. These E ~~Exceptions are made only for extenuating circumstances beyond the student's control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week. Any course dropped after the first ten days of classes will receive a "W" on the transcript. Exceptions to transcript notations can be made only by the Provost or designee.~~

During the first ~~two weeks~~ ten class days of the semester, a student may change course sections ~~changes do not require~~ without advisor consultation. After the tenth day of classes, course section changes require the same authorizations as other add/drop transactions.

A student who is enrolled in, but does not attend, any class or laboratory meetings during the first ~~two weeks~~ ten days of classes ~~does not attend any classes or laboratories of a course in which he or she is enrolled~~ may be denied a place in the course (see Class Attendance, II.E.11). Such non-attendance, or non-attendance later in the semester, does not constitute withdrawal; the student must officially drop the course by regular procedures or risk being assigned a failing grade.

~~Only with the consultation of the advisor and consent of the dean of the school or college in which the student is enrolled, may an undergraduate student be registered for fewer than 12 credits.~~ In considering a schedule with fewer than 12 credits, a student should consult with an advisor and dean or designee of the school or college in which the student is enrolled. ~~Further, A~~ students considering fewer than 12 credits should note the regulations concerning part-time students, scholastic probation and dismissal (see II.B.3,4 and II.E.154), and financial aid.

A student who withdraws from a full-year course at the close of the first semester ~~shall, if he or she has passed the course,~~ shall receive credit for the work of the first semester if the student has passed the course, unless it is announced in the catalog that the course must be taken in its entirety, in which case the credit shall be withheld until the course is completed.

Students at the University's regional campuses are subject to all regulations governing adding and dropping courses except that course instructors act for the department heads and the regional campus director or designee acts for the dean.

~~In summer sessions a student may drop a course through the fourth day of classes without a "W" being recorded on the academic record.~~ For courses of fewer than 14 weeks duration, the add/drop periods will be adjusted and determined by the Registrar. ~~A summer session student who has been admitted to a school or college of the University should consult the dean of that school or college for permission to drop after the eighth day of classes.~~

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
September 21, 2015

Proposal to change the By-Laws regarding Eligibility for University Scholars

D. Background:

These changes update the eligibility and permissions for the University Scholars program. They remove out of date procedural information and acknowledge the University Scholar Oversight and Selection Committee and its relationship to the Honors Board.

E. Current Bylaws:

By-Laws, Rules, and Regulations of the University Senate II.F.3.

3. University Scholars

- a. The Honors Board of Associate Directors is authorized to select no more than thirty in any one year of the most promising undergraduate students who will then have freedom from formal curriculum requirements in order that they may develop some program of study which will have personal and academic merit. These students will be appointed University Scholars for their sixth, seventh, and eighth semesters (or eighth, ninth, and tenth semesters for students in five-year programs). When fewer than thirty University Scholars are appointed in any selection period, late selections may be considered.
- b. Students to be eligible for these appointments should have completed at least 54 calculable credits at the University of Connecticut, and ordinarily shall have a very high combined cumulative grade point average. The Honors Board of Associate Directors will determine the CGPA cutoff for issuance of invitations to apply for the University Scholar Program. The selection process for students interested in applying will involve the following steps:
 1. Submission of a written application with a statement of purpose and a tentative program of study and with names of faculty who may be asked for recommendations.

2. Interview with the Director of the Honors Program.
 3. Consideration of applications and selection of University Scholars by faculty members of the Honors Board of Associate Directors. Selection will be made on the following criteria: the level of lower division work as evidenced by CGPA and letters of recommendation, advancement into a major field with evidence of ability to do independent work, and wide-ranging intellectual interest. The selection will be made before the registration period for second-semester courses in each academic year.
- c. In consultation with each Scholar, the Director of the Honors Program shall appoint a committee of three faculty members one of whom will be designated the major advisor, whose duties shall include helping the student develop a program of study which has academic merit. The Advisory Committee shall make a progress report to the Honors Board of Associate Directors on the nature and quality of the student's work. At the end of the senior year, the Honors Board of Associate Directors, with concurrent recommendation of the University Scholar's Advisory Committee, shall certify to the Registrar that the student is entitled to the bachelor's degree.
 - d. The following privileges will be granted these Scholars:
 1. The waiving of whatever fees and charges may legally be waived or the assignment of a stipend, the amount to be set by the President.
 2. The removal of the limitation of credit-load in a semester.
 3. The waiving of maximum credit to be taken in special topics courses in a department.
 4. Permission to take courses numbered 5000 and above.
 5. The waiving of all further ordinary requirements for a degree, after completion of requirements prescribed to the time of entry into the program.
 - e. Students who cannot make satisfactory progress in their program of study will be advised to return to the regular program with necessary adjustments made by the Advisory Committee and the student's school or college.

F. Proposal to Senate: VOTE

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

By-Laws, Rules, and Regulations of the University Senate II.G.1 and 2

3. University Scholars

- a. The University Scholar Oversight and Selection Committee, appointed by ~~The~~ Honors Board of Associate Directors, is authorized to select as University Scholars no more than thirty in any one year of the most promising undergraduate students ~~who will then have freedom from formal curriculum requirements in order that they may develop some program of study which will have personal and academic merit. These students will be appointed University Scholars for their sixth, seventh, and eighth semesters (or eighth, ninth, and tenth~~

~~semesters for students in five-year programs). When fewer than thirty University Scholars are appointed in any selection period, late selections may be considered. These students will be granted significant curricular freedom in order that they may develop a program of study, including a substantial research or creative project, which will have personal and academic merit.~~

- b. ~~Students~~ To be eligible for this program~~these appointments~~, students should have completed at least 54 ~~calculable~~ credits towards a degree at the University of Connecticut, and ~~ordinarily shall have a very high combined cumulative grade point average show high levels of academic success. The Honors Board of Associate Directors will determine the CGPA cutoff for issuance of invitations to apply for the University Scholar Program. The selection process for students interested in applying will involve the following steps: The application and selection processes are determined by the University Scholar Oversight and Selection Committee in consultation with the Honors Board of Associate Directors.~~
- ~~1. Submission of a written application with a statement of purpose and a tentative program of study and with names of faculty who may be asked for recommendations.~~
 - ~~2. Interview with the Director of the Honors Program.~~
 - ~~3. Consideration of applications and selection of University Scholars by faculty members of the Honors Board of Associate Directors. Selection will be made on the following criteria: the level of lower division work as evidenced by CGPA and letters of recommendation, advancement into a major field with evidence of ability to do independent work, and wide-ranging intellectual interest. The selection will be made before the registration period for second semester courses in each academic year.~~
- c. ~~In consultation with e~~ Each University Scholar, the Director of the Honors Program shall appoint assemble an Advisory e ~~Committee of three tenured or tenure-track faculty members with representation from the student's major(s), one of whom will be designated the major advisor~~ Chair, whose duties shall include helping the student develop a program of study which has academic merit. The Advisory Committee shall make a progress report to the Honors Board of Associate Directors on the nature and quality of the student's work. At the end of the senior year, the ~~Honors Board of Associate Directors~~ University Scholar Oversight and Selection Committee, with concurrent following the recommendation of the University Scholar's Advisory Committee, shall certify to the Registrar that the student is entitled to the bachelor's degree.
- d. The following privileges will be granted these Scholars:
1. The waiving of ~~whatever~~ fees and charges ~~may legally be waived~~ or the assignment of a stipend, the amount and duration to be set by the ~~President~~ Provost or designee.
 2. The removal of the limitation of credit-load in a semester.
 3. The waiving of maximum credit to be taken in special topics, variable topics and independent study courses in a department.
 4. Permission to take courses numbered 5000 and above.

5. If accepted into a University of Connecticut graduate program, permission to enroll concurrently in undergraduate and graduate degree programs.

6. Access to courses outside the student's school or college.

~~5.7.~~ The waiving of all further ordinary requirements for a degree, after completion of requirements prescribed at the time of entry into the program.

~~e. Students who cannot make satisfactory progress in their program of study will be advised to return to the regular program with necessary adjustments made by the Advisory Committee and the student's school or college.~~