A regular meeting of the University Senate will be held on
Monday, December 7, 2015 at 4:00 p.m.
in the ROME BALLROOM, Storrs Campus

The Agenda for this meeting is as follows:

1. Approval of Minutes of November 2, 2015

2. Report of the President
   Presented by Provost Choi

3. Report of the Senate Executive Committee
   Presented by SEC Chair Gary English

4. Consent Agenda Items:
   - Report of the Curricula & Courses Committee
   - Report of the Nominating Committee

5. Report of the Scholastics Standards Committee
   A. Presentation to Senate: Motion to amend the By-Laws, Rules and Regulations of the University Senate II.B.10, Adding or Dropping Courses
   B. Presentation to Senate: Motion to amend the By-Laws, Rules and Regulations of the University Senate II.A, Admissions

6. Update on Projects, Design and Planning
   Presented by Laura Cruickshank

7. Report of the Vice President of Communication
   Presented by Tysen Kendig

8. New Business

SENATE EXECUTIVE COMMITTEE

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

For the benefit of the Moderator and Tellers, Senators are urged to sit at the tables and leave the chairs around the perimeter for the press and spectators.
I. The Curricula and Courses Committee recommends approval to ADD the following new 1000- or 2000-level courses:

A. ECON 2312 Empirical Methods in Economics II
Proposed Catalog Copy
ECON 2312. Empirical Methods in Economics II
Three credits. Prerequisite: ECON 2311.
Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.

B. GEOG 2410 New Digital Worlds of Geographic Information
Proposed Catalog Copy
GEOG 2410. New Digital Worlds of Geographic Information Science
Three credits. The role of geospatial technologies in science and society; how these technologies address environmental issues; how further development of these technologies may impact lives in the future. Provides a strong conceptual and scientific foundation for further coursework and includes discussion of career opportunities in GIScience.

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

A. ECE 2000 Electrical Engineering Principles (adding pre-reqs)
Current Catalog Copy
ECE 2000. Electrical and Computer Engineering Principles
(Formerly offered as ECE 3002.) Three credits. Prerequisite: PHYS 1502Q, which may be taken concurrently. Recommended preparation: MATH 2410Q. This course and ECE 2001W may not both be taken for credit. Intended for non-ECE majors.
Basic concepts of circuit analysis as applied to electronic circuits and electromechanical devices, including measuring instruments.

Revised Catalog Copy
ECE 2000. Electrical and Computer Engineering Principles
(Formerly offered as ECE 3002.) Three credits. Prerequisite: PHYS 1502Q or 1230 or 1530, which may be taken concurrently. Recommended preparation: MATH 2410Q. This course and ECE 2001W may not both be taken for credit. Intended for non-ECE majors.
Basic concepts of circuit analysis as applied to electronic circuits and electromechanical devices, including measuring instruments.

B. ENGR 1000 Orientation to Engineering
Current Catalog Copy
ENGR 1000. Orientation to Engineering (changing S/U grading to letter grading)
One credit. Fifteen class periods of lecture, and eight seminar and discussion periods. Not open to Junior or Senior students in the School of Engineering. Students taking this course will be assigned a
final grade of S (satisfactory) or U (unsatisfactory).
A series of orientation lectures on the many fields of engineering, followed by a series of seminars and discussions in engineering discipline-specific sections on engineering topics.

Revised Catalog Copy
ENGR 1000. Orientation to Engineering
One credit. Fifteen class periods of lecture, and eight seminar and discussion periods. Not open to Junior or Senior students in the School of Engineering.
A series of orientation lectures on the many fields of engineering, followed by a series of seminars and discussions in engineering discipline-specific sections on engineering topics.

C. MATH 1060Q. Precalculus

Current Catalog Copy
MATH 1060Q. Precalculus
Three credits. Recommended preparation: MATH 1011Q or the equivalent, and a qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120, 1125Q, or 1131Q. Students may not receive credit for this course and MATH 1040Q.
Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and Trigonometric functions.

Revised Catalog Copy
MATH 1060Q. Precalculus
Three credits. Prerequisite: A qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120Q, 1125Q, or 1131Q. Students may not receive credit for this course and MATH 1040Q.
Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and Trigonometric functions.

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following 3000- or 4000-level courses for inclusion in the Writing (W) Competency:

A. WGSS 3718/W Feminism and Science Fiction

Proposed Catalog Copy
WGSS 3718. Feminism and Science Fiction
Three credits. Recommended Preparation: Any WGSS course.
Feminist approaches to science fiction. Human and non-human embodiments—humans, aliens, and cyborgs—and the social issues their interactions raise: reproduction and colonization; racial, sexual, and gender apartheid; “human” rights and the rule of law.

WGSS 3718W. Feminism and Science Fiction
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Recommended Preparation: Any WGSS course.

IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend revision of the following 3000- or 4000-level courses in the Writing (W) Competency:
A. NRE 3345W. Wildlife Management Techniques

Current Catalog Copy
NRE 3345. Wildlife Management Techniques
(Formerly offered as NRME 3345.) Four credits. Two class periods and two 2-hour laboratories.
Prerequisite: NRE 3335; open to juniors or higher. One or more field trips will be required.
Based upon understanding and applying ecological principles, technology and science based
information to fulfill human goals for wildlife resources and their habitats. Use of literature,
development of basic field and laboratory skills, and application of management and research
principles are integral. Collection and reporting of biological data upon which wildlife conservation
decisions are based are emphasized. Designed for pre-professional students and meets professional
certification requirements.

Revised Catalog Copy
NRE 3345. Wildlife Management Techniques
(Formerly offered as NRME 3345.) Four credits. Three class periods and one 3-hour laboratory.
Prerequisite: NRE 2345; open to juniors or higher; open only to majors; others by consent.
Recommended preparation: STAT 1100, MATH 1060Q, and MATH 1110Q or higher, and EEB
2244. One or more field trips will be required.
Design and implementation of projects for wildlife research and monitoring that address
conservation and management issues. Topics include capture and handling of animals, population
estimation, wildlife-habitat relationships, resource selection, and space use. This course is designed
for pre-professional students and meets professional certification requirements.
NRE 3345W. Wildlife Management Techniques
Four credits. Three class periods and one 3-hour laboratory. Prerequisites: ENGL 1010 or 1011, or
2011; and NRE 2345; open to juniors or higher; open only to Majors; others by consent.
Recommended preparation: STAT 1100, MATH 1060Q, MATH 1110Q or higher, and EEB
2244. One or more field trips will be required.

B. MARN 3801W. Coastal Studies Seminar

Current Catalog Copy
MARN 3801W. Coastal Studies Seminar
Second semester (Avery Point). Two credits. Prerequisite: MARN 2002 and 3001 or instructor
consent; ENGL 1010 or 1011 or 2011. Vaudrey
Scientific analysis of coastal zone issues and their interdisciplinary implications. Written analysis and
discussion of primary literature.

Revised Catalog Copy
MARN 3801W. Marine Sciences and Society
Second semester (Avery Point). Three credits. Prerequisite: MARN 2002 and 3001 or instructor
consent; ENGL 1010 or 1011 or 2011.
Scientific analysis of coastal zone issues and their implications for society. Written analysis and
discussion of primary literature.

V. 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:

1. HIST/AFRA 3206 Black Experience in the Americas

Current Catalog Copy
HIST 3206. Black Experience in the Americas
(Also offered as AFRA 3206) Three credits. Recommended preparation: AFRA/HIST/HRTS
3563; AFRA/HIST 3564, 3620; or HIST/LLAS 3609. Pappademos
Major themes in recent scholarship of African-descended communities in the Americas and their
interconnection beyond geopolitical boundaries: race, gender, class, religion, cultural movements
and practices, slavery, political economy, political movements, and African consciousness, from
historical perspective.

Revised Catalog Copy
HIST 3206. Black Experience in the Americas
(Also offered as AFRA 3206.) Three credits. Open to sophomores or higher. Recommended
preparation: AFRA/HIST/HRTS 3563, AFRA/HIST 3564, AFRA/HIST 3620, or HIST/LLAS
3609. Pappademos
Major themes in recent scholarship of African-descended communities in the Americas and their
interconnection beyond geopolitical boundaries; race, gender, sexuality, class, religion, cultural
movements and practices, slavery, political economy, political movements, and African
consciousness, from historical perspective.

VI. 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. ANTH 2400 Honors Core: Analyzing Religion

B. LLAS 1000 Introduction to Latina/o Studies

VII. 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. WGSS 3718/W Feminism and Science Fiction

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 - International:

A. GEOG 2400 Introduction to Sustainable Cities

B. HIST/AFRA 3206 Black Experience in the Americas

IX. Revised 3000- or 4000-level S/U graded courses:
A. HCMI 4891 Internship in Healthcare Management (changing from letter graded to S/U graded)
Current Catalog Copy
HCMI 4891. Internship in Health Care Management
(Formerly offered as HSMG 4891.) One to three credits. Hours by arrangement. Prerequisite: Open
only to Business majors of junior or higher status; consent of instructor and Program Director
required prior to beginning the internship.
Supervised field work in a health care organization where students work with health care
professionals to expand their expertise in solving health systems problems and increase their
awareness of the issues involved in the day to day operations of a health care institution. Student
performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

**Revised Catalog Copy**

HCMI 4891. Internship in Health Care Management
(Formerly offered as HSMG 4891.) One to three credits. Hours by arrangement. Prerequisite: Open only to Business majors of junior or higher status; consent of instructor and Program Director required prior to beginning the internship.

Supervised field work in a health care organization where students work with health care professionals to expand their expertise in solving health systems problems and increase their awareness of the issues involved in the day to day operations of a health care institution. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**X. For the information of the University Senate and the Senate Curricula and Courses Committee, the General Education Oversight Committee approved the following course for offering in Intensive Session:**

A. GEOG 1200 The City in the Western Tradition

B. GEOG 2000 Globalization

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

11/3/15, 11/17/15, and 12/1/15
Nominating Committee Report
to the University Senate
December 7, 2015

1. We move to appoint Steve Zinn to the General Education Oversight Committee (GEOC) with a term ending June 30, 2017.

Respectfully submitted,

Andrea Hubbard, Chair          Cameron Faustman
Janine Caira                    Hedley Freake
Teresa Dominguez                Katharina von Hammerstein
1. Add/drop regulations

A. Background

When the Senate recently changed the By-laws regulating the adding and dropping of courses the following sentence was removed.

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

Omission of this sentence might mislead students to think erroneously that the requirement of some courses for instructor consent is waived during the add/drop period. Therefore the sentence should be reinserted.

B. Current Relevant By-Laws

Old bylaws
II.B.10. Adding or Dropping Courses
Instructions for adding and dropping courses appear in the 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 should consult with their academic advisor prior to adding or dropping courses.

Students may add courses during the first ten class days of a semester without special permissions. In exceptional circumstances only, a student may add courses after the tenth day of classes 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.
C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows: Insert the underlined sentence

II.B.10. Adding or Dropping Courses
Instructions for adding and dropping courses appear in the 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 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 ten class days of a semester without special permissions. In exceptional circumstances only, a student may add courses after the tenth day of classes 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.
UNIVERSITY OF CONNECTICUT  
Senate Scholastic Standards Committee  
Report to the University Senate  
December 7, 2015

2. Admissions  

A. Background  
The Admissions section of the By-Laws is out of date and does not reflect desired or current practice.

B. Current Relevant By-Laws  
By-Laws, Rules, and Regulations of the University Senate II.A.

II. RULES AND REGULATIONS  

A. Admissions  
The University does not discriminate in admissions on the basis of sex, race, color, religion, or national origin. This is in accordance with the Civil Rights Act of 1964 as amended, and the Higher Education Act of 1972.

The University does not enter into any *quid pro quo* contracts, either explicit or implied, with admitted students. Services expected shall not be a consideration in admission.

No changes in the course requirements for admission shall be published after February 1 in any year to take effect for students entering in the following September.

The rules for admission as regular students to the various schools and colleges apply to students enrolling in credit courses in Extension and in Summer Session. Students may be admitted with unclassified status under the conditions stated below. *For detailed admission requirements to the several schools and colleges, including certain requirements additional to the minima listed here, see the current University Catalog.*

1. Minimum Requirements  
Except as specified in Section II.A.2, the following are the minimum requirements for admission to the freshman class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

a. Each applicant shall have graduated from, or have completed 16 units in, an approved secondary school.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and their scores on the Scholastic Aptitude Tests of the College Entrance Examination Board. In exceptional circumstances, the Director of Admissions may waive the S.A.T. requirement for mature individuals who show promise of satisfactory performance.
Although scholastic performance in high school and S.A.T. scores serve as the primary basis for evaluation, supplementary information and recommendations are also sought and used by the Admissions Office. Admission is determined principally by the applicant's likelihood of success; those applicants with the promise of satisfactory scholastic performance are accepted. Specific minimum requirements for admission will be established by the Senate.

c. At least three-fourths of the normal four-year secondary school program presented for admission shall consist of college preparatory work. This college preparatory work shall include four years of English, two years of mathematics (two years of algebra, or a year of algebra and a year of plane geometry, or the equivalent), one year of laboratory science, and one year of social science or history. It is strongly recommended that in addition to the required courses listed above the college preparatory work include at least the following: a third year of mathematics, a second year of laboratory science, a second year of social sciences or history, and two years of a single foreign language. For students entering in 1986 and later, the required work will be as follows: for 1986 and thereafter, the mathematics requirement will be three years (two years of algebra and one year of geometry, or the equivalent) and the social science or history requirement will be two years, at least one of which must be history; for 1987 and thereafter, the laboratory science requirement will be two years; and for 1988 and thereafter, two years of a single foreign language will be required. The minimum total number of college-preparatory units will be as follows: for 1986, 13 units; for 1987, 14 units; and for 1988 and later, 15 units. The following are strongly recommended: one additional year each of science, mathematics, social science or history, and foreign languages; course work in computer skills, as well as in the visual arts, theater, music or dance.

Tabular Presentation of Phase-In of Requirements

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d. Exceptions to the requirements of paragraph II.A.1.c. may be made by the Director of Admissions, with the approval of the Senate Committee on Admissions, for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and S.A.T. scores.

2. Admission of Gifted Students

The University admission officers are authorized to admit a small number of students who do not meet the ordinary requirements for admission but who show unusual promise of success at college work. Such students shall meet the following requirements:

a. Each applicant must be certified by the principal of his or her secondary school as being outstanding in scholastic ability. While the principal should feel free to use his or her judgment, and no specific rules are laid down to hamper him or her, nevertheless the University wants to make it clear that it expects to admit under this program only students who appear to be unusual intellectual leaders and who can be expected to be honor students.
in the University after admission. Each applicant shall further be certified by his or her principal to be of sufficient maturity and stability to make him or her a reasonable scholastic risk as compared with the average graduate of his or her preparatory school.

b. Each applicant shall have completed a minimum of 12 units in an approved high school, of which at least 9 must be college preparatory in nature.

c. The preparatory units should ordinarily include at least three units of English, two of mathematics and one of natural science. Any or all of such units may be satisfied by performance on an achievement test administered by the University, under the jurisdiction of the Committee on Curricula and Courses, and may constitute partial fulfillment of the requirements set forth in paragraph b.

d. Each applicant shall be required to demonstrate outstanding ability by performance on admissions tests. Such tests shall include both general aptitude tests and achievements tests covering subject matter specified in paragraph c, and shall be administered under the jurisdiction of the Committee on Admissions who will make periodic reports to the University Senate on the techniques and procedures used.

3. New England Regional Program
First priority on admission to the University's undergraduate program is given to qualified residents of the State of Connecticut. In line with the policy of developing certain specialized centers at New England Land Grant Universities on a regional basis in order to secure improved quality at reduced cost, the University gives second priority for admission to qualified applicants from the other New England states who are identified as seeking admission to programs which have been approved as regional programs by the Board of Trustees. Those out-of-state undergraduate students admitted to and actively enrolled in an approved regional program will be considered Connecticut residents for purposes of fees and tuition.

4. Transfer of Credit
Students whose records are acceptable may be admitted from other collegiate institutions having requirements similar to those of the University of Connecticut. The number of transfer credits such students receive depends upon the character, quantity, and quality of the work they have done. Each applicant for admission with advanced standing must present a complete official transcript of all work, which he or she has previously taken at other colleges or secondary schools.

Transfer credit will be given only for courses in which the student earned a "C" grade or higher (2.0 on a 4.0 scale). Transfer students shall be required to meet the scholastic standards of their semester classification. The grade point average of transfer students will be computed on the work taken at the University of Connecticut only.
Work done in other collegiate institutions is evaluated by the University Examiner.

New students must submit complete transcripts of all work taken at other institutions as a part of their admission procedure whether or not they desire credit for such work, and students who take such work after their admission to this University must submit transcripts covering it as soon as the work is completed whether or not they desire credit for the work.

In addition to other procedures, and with the approval of the appropriate department and the President or designated representative, College Entrance Examination Board (C.E.E.B.) Advanced Placement or College-Level Examination Program Tests or other examinations may be used as a basis for granting advanced standing to students at the time of admission. In such cases, the Admissions Office shall forward the records compiled by the C.E.E.B. or the Bureau of Educational
Research to the department teaching the subject matter covered by the test. The department, having examined the materials submitted, shall determine whether the student (1) is to be granted full credit for a specified course as a transfer course, or (2) is to be permitted to use a specific course in meeting prerequisite requirements for more advanced courses or in fulfilling course requirements for graduation, or (3) neither of the preceding alternatives.

Students registered at the University who desire to take work in other collegiate institutions to be applied toward their degrees at the University should obtain approval from the University Examiner before taking such work. Work of college grade given in or under the direction of an accredited college or university as part of one of the armed services’ programs will be accepted for credit on the same basis as other transfer work.

5. Advanced Standing for Superior High School Students
The President, or an administrative officer assigned this task, may designate selected secondary schools in which specially selected members of the secondary school staff will offer regular University courses at the freshman-sophomore level to superior students. The program is limited to students whose past scholastic records have been outstandingly good and who have been admitted by the President or by another designated administrative officer.

The content of the courses will be determined by the appropriate University department and the examinations must be approved by those departments. Students who successfully complete such courses will receive the regular University credit for them.

Students may withdraw from a course or from the program at any time; also the University or the secondary school may require withdrawal from specific courses or from the entire program at any time.

No grade lower than C shall receive credit toward a degree or be entered into the student’s permanent University record.

6. Unclassified Undergraduate Students
a. Persons who wish to pursue a minimal amount of college work without being formally admitted as candidates for an undergraduate degree at the University may register for courses with unclassified status. Such persons must have been graduated from an approved secondary school or hold a state high school equivalency diploma.

b. Unclassified students may register for courses at the main campus during the last day of registration for the semester or at the regional campuses at times specified by the regional campus registrar. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. The Registrar must verify the grade point average of continuing unclassified students (see d. below).

c. Applicants who wish to enroll as unclassified students must submit an unclassified status form together with a residence affidavit to the Director of Admissions at the main campus or to the Registrar at a regional campus where the applicant intends to enroll. Approval for unclassified status and the determination of residence status will be made by the Director of Admissions at the main campus and by the Registrar at the regional campus.
d. Continued enrollment of an unclassified student is dependent upon the student's maintaining a minimum cumulative grade point average of 2.0 after having registered for 12 credits. This determination is to be made by the Dean of Students.

e. An unclassified student who wishes to become a degree candidate at the University of Connecticut must apply for admission in the same way as any other prospective student.

f. When an unclassified student is admitted to regular status, a determination will be made by the Undergraduate Transfer Admissions Office as to whether those credits earned as an unclassified student may be counted toward the degree. Unclassified students who have previously earned credits at institutions other than the University of Connecticut do not receive a transfer credit evaluation of this work unless or until they are admitted to regular status.
C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows.

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

A. Admissions

The University of Connecticut Office of Admissions follows the formal Non-Discrimination Policy Statement and makes admissions decisions in accordance with this policy.

The University does not enter into any quid pro quo contracts, either explicit or implied, with admitted students. Services expected shall not be a consideration in admission.

No changes in the course requirements for admission shall be published after February 1 in any year to take effect for students entering in the following Fall semester.

The rules for admission apply to freshman and transfer students who seek to matriculate, i.e. be admitted as degree candidates. The minimum requirements for admission to the University are listed below; the specific requirements for admission to the schools and colleges are provided in the University Catalog online. Separate admissions requirements may apply to the University’s articulation agreements with other Connecticut public colleges and universities.

1. Minimum Requirements

Except as specified in Section II.A.2, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

a. Each applicant shall have graduated from AND have completed 16 units (or the equivalent) in an approved secondary school.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

- Four units of English (composition and literature)
- Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)
- Two units of laboratory science
- Two units of social science or history
- Two units of a single foreign language or the equivalent
- Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and relevant test scores, including the College
Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not the language of nurture. All applicants for admissions are holistically reviewed, which includes an applicant’s personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and based on the applicant’s likelihood of success.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

d. Exceptions to the requirements of paragraph II.A.1.a. may be made by the Director of Admissions for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and test scores. The Director of Admissions may also waive test scores for students who demonstrate maturity and show promise of success.

e. Each applicant may be called upon to provide supplementary information, if it is deemed necessary.

2. New England Regional Program
As a member of the New England Board of Higher Education (NEBHE), the University of Connecticut provides residents of other NEBHE member states a tuition reduction when the student is enrolled in an approved degree program (as identified by NEBHE) that is not available at a public institution in their home state.

3. Transfer of Credit
The Office of Admissions, in consultation with academic departments, will evaluate coursework completed by students at other collegiate institutions, as well as military credit as a result of years of service or training, for eligibility for awarding transfer credit. The number of transfer credits such students are awarded depends upon the character, quantity, and quality of the work they have done. Transfer credit will be given only for courses in which the student earned a "C" grade or higher (2.0 on a 4.0 scale). Transfer credit will not be computed in a student’s University of Connecticut GPA.

In addition to other procedures, and with the approval of the appropriate department and the Provost or designated representative, College Entrance Examination Board (C.E.E.B.) Advanced Placement or other examinations may be used as a basis for granting advanced standing to students at the time of admission. In such cases, the Admissions Office shall forward the materials compiled by these testing agencies to the department(s) teaching the subject matter(s) covered by the test. The department(s), having examined the materials submitted, shall determine whether the materials are sufficient to (1) grant a student full credit for a specified course as a transfer course, or (2) permit a student to use a specific course in meeting prerequisite requirements for more advanced courses or in fulfilling course requirements for graduation.

Students registered at the University who desire to take work in other collegiate institutions to be applied toward their degrees at the University should obtain approval from the Office of Admissions before taking such work.

4. High School Students and Credit Bearing Courses
The issuance of UConn credit to high school students is overseen by the Office of Early College Programs (OECP). High school students may enroll in UConn courses either through the dual-enrollment Early College Experience Program (ECE), or with permission, as independent non-degree students. Students enrolled in high school who want to take UConn courses as non-degree students should contact the OECP prior to registration. UConn departments are responsible for ensuring the equivalence of ECE courses taught in high schools and at UConn. Instructors must be certified by the University department to teach ECE courses and must follow accreditation criteria established by OECP and NEASC. University departments offering their courses through ECE are responsible for monitoring grading practices and ensuring that they are comparable to practices in the department. Completed ECE courses will be recorded on a non-degree UConn transcript with grade.

- Students who earn a grade of C or higher receive University credit.
- Students who earn a grade lower than C shall not receive credit; the course grade will appear as “audit” on the student’s transcript.

Upon matriculation, ECE students will be provided the opportunity to move non-degree coursework to the undergraduate record (see 5. below).

Students may withdraw from a course or from the ECE program at any time; also the University or the secondary school may require withdrawal from specific courses or from the entire ECE program at any time, per policies designated in the UConn ECE Policies and Procedures Guide.

5. Non-Degree Students
   a. Persons who wish to pursue college work without being formally admitted as candidates for an undergraduate degree at the University may register for courses as non-degree students.

   b. Non-degree students may register for Spring or Fall courses two weeks prior to the beginning of classes. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. Requests for exceptions to this policy may be made to the director or designee of non-degree programs. Students who have been dismissed from the University must seek permission to take coursework with non-degree status from the dean or designee of the school or college from which the student was dismissed. They are not eligible for exceptions to course and credit limits.

   c. Continued enrollment of a non-degree student is dependent upon the student’s maintaining a minimum cumulative grade point average of 2.0 after having attempted 12 credits or having been enrolled for two semesters.

   d. A non-degree student who wishes to become a degree candidate at the University of Connecticut must apply for admission in the same way as any other prospective student.

   e. When a non-degree student matriculates, the student will, in conjunction with the dean or designee of his or her school or college, or the director or designee of his or her program, determine whether or not credits earned as a non-degree student will be applied to the degree. Students who have coursework on their non-degree record that has not been assessed may seek approval by their school or college’s dean or designee to have that coursework evaluated and moved to the undergraduate record. Once courses have been moved to the undergraduate record they cannot be removed unless, under exceptional circumstances, permission is given by the Vice Provost of Academic Affairs.