

**MINUTES OF A MEETING OF THE UNIVERSITY SENATE
December 11, 2006**

1. Moderator Murphy officially called the regular meeting of the University Senate of December 11, 2006 to order at 4:04 p.m. in Room 7 of the Bishop Center.
2. Approval of Minutes

Moderator Murphy presented the minutes from the regular meeting of November 13, 2006 for review.

The minutes were approved without modification.

3. Report of the President

In lieu of the report ordinarily presented by President Austin, Provost Peter Nicholls delivered remarks. Senator Nicholls provided updates concerning several developing programs. He reported that the Global Citizen Initiative, under the direction of Vice Provost Veronica Makowsky, has made substantial progress. A director has been named for the living and learning community and interest in study abroad programs has increased. Explorations for potential cooperative ventures between the University of Connecticut and Dubai are also moving forward. A delegation from Dubai is currently on campus to discuss joint programming that may be developed. The Provost announced a report of the Academic Plan will be published on the web shortly. He is hopeful that the Academic Plan will be in place this year.

Senator Zirakzadeh asked the Provost to comment about the establishment of the Connecticut Research Institute. He reminded the Provost of his statements at the November meeting that such a center is not being planned. Senator Zirakzadeh indicated that there does indeed seem to be a plan progressing. He cited a recent article in the *Journal Inquirer* that made reference to the apparent establishment of the Institute. That article was quoted as saying that the university's recent budget request included a \$1.5 million line for that Institute. Senator Zirakzadeh cited other evidence that a plan was being formed to establish the Connecticut Research Institute, including the report from the University of Connecticut Board of Trustees Budget Workshop which, he said, indicates that there is a \$.5 million available in the university budget to plan this institute. Senator Zirakzadeh inquired of the Provost whether or not there is planning *per se* being carried out to establish the Connecticut Research Institute and whether or not this planning is in keeping with the Senate and university by-laws concerning the establishment of centers and institutes.

In reference to articles in newspapers and on web sites, Senator Nicholls stated that he cannot be held responsible for statements made by others. He stood by his former statement and stated that he has not seen a plan for the establishment of a Connecticut Research Institute, nor has he been asked to present such a plan to the Board of Trustees, nor would he support such a plan.

He then pointed out that while there is a budget line in another agency's budget to plan such an entity, it does not directly involve the University of Connecticut. His understanding is that there is a line of \$.5 million in the budget of the Department of Economic and Community Development (DECD) for this. While some of that may be used to buy time and expertise from certain faculty members, that is a long way from establishing a university based research center. He believes the references that have appeared, and to which Senator Zirakzadeh made reference, may have been to the money provided in that legislative line item for the DECD. The Provost stated that he would not welcome the \$.5 million to establish such an institute. He will make further inquiries, especially concerning the Board of Trustees budget workshop data, to see if the apparent confusion in official reports can be eliminated.

4. Senator DeWolf presented the report of the Senate Executive Committee.

(See Attachment #19)

Senator Zirakzadeh inquired as to whether the Provost's Academic Plan had been presented for review by the Senate Executive Committee. He asked Senator DeWolf to describe the Executive Committee's role in the development of the plan to date, whether or not there has been a review of the Academic Plan by the Senate Executive Committee, and what might be the committee's plans for the future.

Senator DeWolf stated that the plan had not been presented in open meetings of the Senate Executive Committee. He did remind the Senate that the Executive Committee also has off the record closed meetings and that these are not reported.

5. Senator DeWolf, on behalf of the Senate Executive Committee, presented a series of proposed changes to *Article X of the Laws, By-Laws & Rules of the University of Connecticut*. [Key: ***Bold Italics*** = proposed new language; ~~cross-out~~ = proposed deletion.]

(See Attachment #20)

- Motion #1 Background: This amendment reflects the changes made by the Board of Trustees on:
 - June 21, 2005 to Article X.A. which added Vice Provost for University Libraries to the ex-officio membership of the University Senate and
 - January 31, 2006 changing the academic structure of the College of Continuing Studies into the Division of Continuing Studies, headed by a director reporting to the Vice Provost for Undergraduate Education.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

A. Membership

1. Three administrative officers elected by and from a group composed of the deans of the schools and colleges which are Senate electoral constituencies, ~~the Dean of the College of Continuing Studies and the Director of Library Services~~. Members of this group and the *ex officio* members listed above are not eligible to vote in or to be elected from any of the constituencies listed in Section B.2. or 3. below.

Motion #1 carried.

- Motion #2 Background: These changes are made to reflect current practice. The Senate Office, with approval from the Senate Executive Committee, has not been reporting the number of votes received by candidates. This information is available from the Senate Office, and thus reports on elections to the University Community list only those who have been elected. The second part of this change is to clarify the terms for alternates who are appointed when a Senator is not able to serve during part of his or her term. Alternates will continue to be appointed from the runner-ups in the Senate election as in the past. However, the change allows that alternates can be appointed up to one year, as opposed to being appointed on a semester-by-semester basis.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

B. Elections

The election of faculty and other staff members to the Senate shall normally be held between October and March and shall be conducted by secret ballot. A minimum of one week, excluding time when the University is in recess, shall be allowed between the distribution and collection of ballots for Senate elections. Those elected shall take office on July 1. All elections shall be in the charge of the Senate Executive Committee and the returns shall be certified by two inspectors of election selected by the Senate.

In any Senate election, persons eligible for election who feel unable to serve shall be given an opportunity to withdraw their names from the list of candidates for nomination. ~~The names of those persons who have withdrawn as well as the names of persons who are completing two consecutive terms, shall be indicated on the nominating ballot.~~

~~The ballot for the second vote (election ballot) in any Senate election must indicate the number of votes each nominee received. In addition, there must be listed the names of those persons who were not nominated but who received at least 70% of the number of votes received by the nominee with the fewest votes. After the election, the number of votes received by those persons who were elected and the number of votes received by nominees who were not elected must be made public.~~

The Senate Executive Committee shall retain on file the number of votes cast for each candidate in each constituency for each annual class whose term has not expired, and shall designate the available candidate with the highest vote at the last previous election in the proper constituency as the alternate to replace any senator whose place will be vacant in any semester because of resignation, retirement, or leave of absence from the University. Priority in case of tie votes shall be determined by lot. Such alternates shall be designated for ~~one semester at a time~~ *up to one year* and at the beginning of the semester unless the vacancy occurs later. When it is known that there will be a vacancy throughout the last year or last two years of a three-year term in a constituency not otherwise scheduled to participate in a regular annual election, then that constituency will participate in order to elect a replacement to serve for the one- or two-year period remaining in the unexpired term.

Motion #2 carried.

- Motion #3 Background: The schedule of Senate meetings is available on the Senate's website, is published in the UConn Advance, and is listed on the University's web-based Master Calendar.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

E. Meetings

Meetings of the University Senate shall be held regularly at times to be fixed by the President on the advice of the Senate. The schedule of meetings shall be published ~~in the catalog.~~

Motion #3 carried.

- Motion #4 Background: Senate Minutes are no longer mailed out in paper form. They will continue to be available from the Senate Office as in the past. This amendment allows use of email and the Senate web site for circulation of the minutes.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

F. Minutes and Reports

~~Copies of the minutes of the meetings of the University Senate shall be filed, one in the President's Office, one with the Provost and Executive Vice President for Academic Affairs, one with each of the Vice Presidents, one in the Registrar's Office, one in the University Library and one in the University Archives. The University Archives shall be the central place for filing actions of the University Senate, and the University Archives' copy shall be the official copy. Copies of the minutes shall also be mailed to members of the Senate, upon request to all members of the staff on the Storrs campus and at the regional campuses with the rank of instructor or above, and to a selected list of administrative officers. *Copies of the minutes of the meetings of the University Senate shall be made available to the public from the University Senate office.*~~

Motion #4 carried.

6. Senator Tilton presented the Annual Report of the Enrollment Committee.

(See Attachment #21)

Senator Reis asked Senator Tilton and members of the Enrollment Committee to meet with members of the University Foundation Board to discuss the Foundation's participation in securing additional funding for student financial aid for academically talented students of low and middle income.

Senator Lowe asked for an interpretation concerning the number and proportion of students in the Honors Program who are from the College of Liberal Arts and Sciences versus those in the program from other schools and colleges. He feels that CLAS students seem under-represented in the Honors Program. Lynn Goodstein, Director of Honors Programs, was invited to comment. She does not believe that the numbers reflect a lack of honors courses or opportunities in the College, but may reflect alternate selection strategies in effect in other schools and colleges.

7. Senator Jeffers delivered the report of the Senate Courses and Curricula Committee. The report is attached

(See Attachment #22)

I. Dropping 100s level course

The Committee recommends approval to drop the following courses:

- A. ENGL 105 English Composition - drop course
- B. ENGL 109 Literature and Composition - drop course

The motion carried.

II. Special Topics courses - approval of topics

The Committee recommends approval of the following courses and topics:

- A. INTD 196 Special Topics Seminar: Section Title: "Communicating Biology" spring 2007, 2 credits
- B. INTD 298 Insights into Clinical Medicine open to sophomores 1 credit, honors course, spring 2007

The motion carried.

III. New General Education courses forwarded from GEOC:

The Curricula & Courses Committee moves that the University Senate approve the following courses for the General Education Curriculum:

Content Area 2 (Social Sciences):

- POLS 238/W Democratic Culture and Citizenship in Latin America

Content Area 3 (Science and Technology):

- COGS 201 Foundations of Cognitive Science
- MATH 108Q Mathematical Modeling in the Environment

The motion carried.

IV. New Course Numbering

The Committee has reviewed the renumbering of Animal Science courses for the new system. These courses will now be 2xxx and were 200s level but not open to sophomores in the current system. These courses are recommended for approval:

- A. ANSC 298/2695 Special Topics
- B. NUSC 241/2241 Nutritional Assessment
- C. NUSC 245/2245 Profession of Dietetics

The motion carried.

V. Courses Open to sophomores

For the information of the Senate, the Committee reports the following courses have been approved as open to sophomores:

- A. COGS 201 Foundations of Cognitive Science
- B. INTD 298 Insights into Clinical Medicine

VI. Courses approved to be offered as W courses

For the information of the Senate, the committee reports that it has approved the following courses to be offered as W courses:

- A. ENGL 174W Disability in American Literature and Culture
- B. ENGL 1XZW Writing Through Research
- C. HDFS 296W Honors Thesis Writing
- D. MATH 291W Technical Writing for Actuaries
- E. POLS 238W Democratic Culture and Citizenship in Latin America
- F. SOCI 241W Women and Health

VII. For the information of the Senate, the committee reports the approval of the following catalog changes in 200s level courses:

- A. JOUR 200W. Newswriting I
Current catalog copy: Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. One 75 minute-lecture and one 2-hour laboratory plus field work. Open to sophomores or higher. Definition of news, newswriting style, community reporting, covering governmental meetings and writing statistical matter.
Revised copy: Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. One 75 minute-lecture and one 2-hour laboratory plus field work. Open to sophomores or higher. Defining news; exercising news judgment in a diverse society; employing principles of Associated Press style; writing basic news stories. Laboratory offers intensive newswriting exercises.
- B. JOUR 201W. Newswriting II
Current catalog copy: Either semester. Three credits. One 75-minute lecture and one 2-hour laboratory plus field work. Prerequisite: JOUR 200; ENGL 105 or 110 or 111 or 250. Open to sophomores or higher. Provides in-depth explanations and demonstrations of what reporters can expect to find, and report, in the courts, schools, town halls, land use agencies and other civic offices,

boards and commissions.

Revised copy: Either semester. Three credits. One 75-minute lecture and one 2-hour laboratory plus field work. Prerequisite: JOUR 200; ENGL 105 or 110 or 111 or 250. Open to sophomores or higher. Live reporting using the university and the surrounding community as a laboratory. Emphasis on fact gathering, interviewing, diversity of sources, news judgment and deadline writing.

VIII. The Committee recommends approval of the following revision of the Quantitative Competency description in the General Education Guidelines:

Background

The Math department now recommends Math 104Q, a course that offers 3 credits and meets for 5 hours per week, as the course best suited for students whose quantitative skills require strengthening. This is replacing MATH 101, though this course is still offered at some regional campuses.

Old language:

Exit Expectations:

All students must pass two Q courses, which may also satisfy a Content Area requirement. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students may be encouraged to complete MATH 101: *Basic Algebra With Applications* (a course that does not carry credit toward graduation) prior to enrolling in their first Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

Proposed new language:

Exit Expectations:

All students must pass two Q courses, which may also satisfy Content Area requirements. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students whose high school algebra needs strengthening should be encouraged to complete MATH 104Q: *Introductory College Algebra and Mathematical Modeling*, as preparation for other Q courses. Alternatively, students may take MATH 101: *Basic Algebra With Applications* (a course that does not carry credit toward graduation). Math 104Q, if taken, must be a student's first Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

Senator Frank offered an amendment, to replace the last sentence in the section concerning Exit Expectations Quantitative Competencies, "Math 104 Q if taken must be a student's first Q course," with "To receive credit for Math 104Q it must be taken before successful completion of another Q course."

The motion to amend was seconded by Senator Reis.

The motion to amend carried.

Amended language:

Exit Expectations:

All students must pass two Q courses, which may also satisfy Content Area requirements. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students whose high school algebra needs strengthening should be encouraged to complete MATH 104Q: *Introductory College Algebra and Mathematical Modeling*, as preparation for other Q courses. Alternatively, students may take MATH 101: *Basic Algebra With Applications* (a course that does not carry credit toward

graduation). To receive credit for Math 104Q it must be taken before successful completion of another Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

The motion as amended carried.

IX. GEOC and the Curriculum and Courses Committee recommends the following change to General Education Guidelines approved on May 12, 2003:

Old language:

Section 3. Other Operating Principles:

- g. Undergraduate students with Bachelor's degree from accredited institutions are exempt from the General Education Requirements

Proposed new language:

Add the word "regionally" before accredited.

- g. Undergraduate students with Bachelor's degree from regionally accredited institutions are exempt from the General Education Requirements

Questions from the floor were raised and clarifications were made. A debate ensued on the propriety of including in the general education waiver those students who have received Bachelors degrees from schools outside the United States that are not U.S. regionally accredited. No amendments were proposed as a result of the debate.

The motion as presented carried.

X. The Committee recommends the changes in the Senate By-Laws to describe the new General Education requirements adopted by the Senate on May 12, 2003.

(See Attachment #23)

Motion Background: The current bylaws dealing with general education date from the late 1980s and are completely out of date. The Senate approved the current General Education Requirements on May 12 2003 and has amended them on three occasions subsequently. This motion seeks to update the bylaws, using language taken from the approved General Education Requirements.

Motion: To remove the existing bylaws under II.C.2. and replace with the updated narrative as shown below.

BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE

II. RULES AND REGULATIONS

1. Minimum Requirements for Undergraduate Degrees

2. *General Education Requirements*

These General Education Requirements are effective commencing the 2005-2006 academic year. Continuing students who are under prior catalogs will be governed by the previous General Education Requirements, which are detailed in those catalogs.

Every undergraduate student in a baccalaureate degree program in the University, on all campuses must fulfill the General Education Requirements. Students are encouraged to spread these minimum requirements over the years of baccalaureate studies, and to plan their courses of study, with the help of an advisor, early in their first year.

The purpose of General Education is 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. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

General Education Requirements are described in terms of four content areas and five competencies.

a. *Content Areas*

Students will be required to take six credits in Content Area One – Arts and Humanities; six credits in Content Area Two – Social Sciences; six to seven credits in Content Area Three – Science and Technology; and six credits in Content Area Four – Diversity and Multiculturalism.

The courses in Content Areas One, Two, and Three must be taken in six different academic units. Content Area courses may be counted toward the major.

Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Content Area One, one-credit performance courses may be included. Students may use no more than three credits of such courses to meet the requirement.

In Content Area Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.

In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

One, and only one, Content Area Four course may also serve as a Content Area One, Two, or Three requirement.

For Content Areas One, Two and Three, there will be no multiple designations. An individual course will be approved for inclusion in only one of these Content Areas.

Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

General Education courses, whenever possible, should include elements of diversity.

b. *Competencies*

The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas – computer technology, writing, quantitative skills, second language proficiency, and information literacy. The development of these competencies rests on establishing clear expectations for students

both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.

The structure of each competency involves two parts: one establishing entry-level expectations and the second establishing graduation expectations. The entry-level expectations apply to all incoming students.

c. *Principles for the General Education Curriculum*

The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses.

In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses. Courses in Content Area Four may also have prerequisites outside of General Education courses.

Each department or School and College may propose courses for any of the four Content Areas. All courses approved for the General Education Requirements must be valid for all Schools and Colleges of the University of Connecticut in meeting the University General Education Requirements. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.

General Education courses should be delivered by faculty members. Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.

All courses offered for General Education credit must be approved by the General Education Oversight Committee (see II.C.2.d).

No academic unit may set enrollment bars or priorities for their own students for any General Education course, with the following exceptions:

An academic unit may reserve any percentage of seats for its own students in a 200-level W course that is not also approved for a content area.

An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 200-level course approved for Content Area 4 (Diversity and Multiculturalism) as long as it is not also approved for any other content area.

While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for 100-level courses. This in no way should inhibit departments from requiring writing in their Q offerings or quantitative analysis in their W courses. Multiple competency designations, where a single course fulfills both Q and W requirements, are limited to 200-level courses.

University of Connecticut students seeking an Additional Degree or a Double Major are required to complete the requirements for both degrees/majors. Students will also be required to meet the advanced competency expectations in Computer Technology, Information Literacy and Writing for each degree/major. If an individual course is approved to fill a competency requirement for both degrees/majors, successful completion of that course will meet that requirement for both degrees/majors.

All students entering the University of Connecticut or changing school or college within the University beginning with the Fall semester 2005 are expected to meet these General Education Requirements. Bearing in mind the principles outlined in this document, the Dean of the admitting School or College may make substitutions to the requirements for students who entered higher education prior to Fall 2005 and on a continuing basis for other students. Each Dean will submit an annual report summarizing this activity to GEOC by the end of the Spring semester each year.

Undergraduate students with Bachelor's degrees from regionally accredited institutions are exempt from the General Education Requirements.

d. *Oversight and Implementation*

The curriculum in degree programs remains vibrant and alive because faculty members constantly attend to it. They debate what is essential and what is optional to a degree program; they assess how the character of individual courses contributes to the whole; and they consider whether courses are properly sequenced relative to one another. If a general education curriculum is to avoid almost instant ossification, it requires a similar level of faculty involvement and on-going attention.

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 a 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 W and Q Centers will also be given non-voting appointments to GEOC. The GEOC will monitor the General Education curriculum. This Committee will work in association with the Office of Undergraduate Education and Instruction. Financial support for the activity of the GEOC will come from the Office of the Provost.

The GEOC will be charged with:

- setting the criteria for approving all course proposals for the Content and Competency Areas;
- setting the criteria for entrance and exit requirements for the Competency Areas;
- developing policy regarding the delivery of the University-wide General Education program;
- reviewing and approving courses proposed for inclusion in the General Education Requirements;
- determining the resources necessary to deliver the General Education Curriculum;
- monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and
- reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

The membership of the GEOC shall be representative of the Faculty of all of the Schools and Colleges and members shall be appointed following current Senate Nominating Committee practice. While the members and chair shall be proposed by the Nominating Committee and approved by the Senate, the process of consultation shall include the Vice Provost for Undergraduate Education. Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator.

Terms of appointment to the GEOC shall be two years, except in the case of the student member where a one-year term is appropriate. In addition, one half of the first group of GEOC members shall be appointed for one year to ensure some overlap in membership from year to year. Normally, no member shall serve more than two consecutive terms of two years each without leaving the committee for at least two years. The chair shall serve one three-year term and shall not be re-appointed.

The chair of the GEOC shall be responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum. Because of the unusually demanding nature of this position, the chair will be given 50% release time and be provided with administrative support.

Faculty members involved in General Education have different pedagogical challenges from those facing instructors in major or graduate courses. These faculty members should be brought together on a regular basis to collaborate on issues concerning the delivery of these courses. This can be accomplished by the chair of the GEOC, who will organize their regular meetings. These meetings will provide the kind of on-going discussion necessary to keep this part of the curriculum vibrant and vital.

The GEOC shall establish and appoint members to four Content Area subcommittees. Each subcommittee will establish the criteria for all courses to be approved for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

The GEOC shall establish and appoint members to five Competency subcommittees. Each subcommittee will establish and continue to review entrance and exit expectations for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

Once the criteria or any changes to the criteria for each of the Content Areas and Competencies are developed and accepted by the GEOC, they must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

Courses proposed for General Education, once they have been approved by the GEOC, will be submitted to the Senate Curricula and Courses Committee for formal approval and submission to the Senate.

The Senate Budget Committee is charged with determining:

- if sufficient seats and resources exist to handle the undergraduate enrollment;
- if academic resources, particularly TA's to assist in W courses, are available to meet enrollment demands; and
- if the Learning Center has been adequately funded to support the General Education Requirements.

The motion to amend the by-laws carried.

XI. The Committee recommends approval of: University of Connecticut Policy on Academic Adjustments for General Education Competencies: Quantitative Reasoning and/or Second Language.

(See Attachment #24)

The motion to approve the policy as written in attachment #24 carried.

- 8. New Business – none.
- 9. There was a motion to adjourn.

The motion was approved by a standing vote of the Senate.

The meeting adjourned at 5:09 p.m.

Respectfully submitted,
Robert Miller
Senate Secretary

The following members and alternates were absent from the December 11, 2006 meeting:

Anderson, Gregory	Facchinetti, Neil	Munroe, Donna
Aronson, Lorraine	Feldman, Barry	Saddlemire, John
Austin, Philip	Franklin, Brinley	Sanner, Kathleen
Beck, Cheryl	Gianutsos, Gerald	Schaefer, Carl
Becker, Loftus	Gine-Masdeu, Evarist	Schwab, Richard
Bergman, Theodore	Hightower, Lawrence	Smith, Winthrop
Bramble, Pamela	Holzworth, R.J.	Taylor, Ronald
Callahan, Thomas	Jain, Faquir	Tuchman, Gaye
Deibler, Cora Lynn	Kerr, Kirklyn	von Hammerstein, Katharina
Eby, Clare	Korbel, Donna	Wagner, David
Engle, Gerald	Marone, Andrew	Woods, David
Etter, Katherine	Marsden, James	
Evanovich, M. Dolan	Maurudis, Anastasios	

ATTACHMENT #19**REPORT
SENATE EXECUTIVE COMMITTEE**

December 11, 2006

The Senate Executive Committee has met twice since the November Senate meeting. On December 1st 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 this meeting and to coordinate the activities between the committees. This was a shortened meeting so that those from CLAS could attend the College meeting with the Provost. As noted in the agenda, the General Education Oversight Committee has prepared several motions on the guidelines for general education. These have been approved by the Senate Curricula and Courses Committee and will be presented today for approval. Other areas discussed briefly included assessment of the general education courses. It was noted that the General Education Oversight Committee is gaining insight and wisdom that will ultimately need to be presented to the rest of the University community.

On December 8th, the Senate Executive Committee met with Provost Nichols and Interim Vice President and Chief Operating Officer Barry Feldman. The discussion included a report on the current status of the review for linkage between the University and a Dubai campus. Also discussed was the status of the project to replace Arjona and Monteith, and other projects at the Storrs campus. There will be a meeting of the Capital Projects Planning Advisory Committee this Thursday that will provide the University community with an update on the planning for this project.

As I noted in the recent letter to the University Community, one of the key items in all Senate meetings is the report from either the President of the University or the Provost. This provides us with the opportunity to ask questions and to bring up topics of key interest to those in the University Community. We all benefit from this interaction between the Administration and the Senate, and I encourage those in the Senate to continue to bring issues of importance to the Administration.

ATTACHMENT #20

University Senate Executive Committee
Motion to the University Senate
to Revise the Laws, By-Laws & Rules of the University of Connecticut
Article X – The University Senate
 December 11, 2006

Key:

Bold italics = proposed new language

~~cross out~~ = proposed deletion

Motion #1 Background: This amendment reflects the changes made by the Board of Trustees on:

- June 21, 2005 to Article X.A. which added Vice Provost for University Libraries to the ex-officio membership of the University Senate and
- January 31, 2006 changing the academic structure of the College of Continuing Studies into the Division of Continuing Studies, headed by a director reporting to the Vice Provost for Undergraduate Education.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

A. Membership

1. Three administrative officers elected by and from a group composed of the deans of the schools and colleges which are Senate electoral constituencies, ~~the Dean of the College of Continuing Studies and the Director of Library Services.~~ Members of this group and the *ex officio* members listed above are not eligible to vote in or to be elected from any of the constituencies listed in Section B.2. or 3. below.

Motion #2 Background: These changes are made to reflect current practice. The Senate Office, with approval from the Senate Executive Committee, has not been reporting the number of votes received by candidates. This information is available from the Senate Office, and thus reports on elections to the University Community list only those who have been elected. The second part of this change is to clarify the terms for alternates who are appointed when a Senator is not able to serve during part of his or her term. Alternates will continue to be appointed from the runner-ups in the Senate election as in the past. However, the change allows that alternates can be appointed up to one year, as opposed to being appointed on a semester-by-semester basis.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

B. Elections

The election of faculty and other staff members to the Senate shall normally be held between October and March and shall be conducted by secret ballot. A minimum of one week, excluding time when the University is in recess, shall be allowed between the distribution and collection of ballots for Senate elections. Those elected shall take office on July 1. All elections shall be in the charge of the Senate Executive Committee and the returns shall be certified by two inspectors of election selected by the Senate.

In any Senate election, persons eligible for election who feel unable to serve shall be given an opportunity to withdraw their names from the list of candidates for nomination. ~~The names of those persons who have withdrawn as well as the names of persons who are completing two consecutive terms, shall be indicated on the nominating ballot.~~

~~The ballot for the second vote (election ballot) in any Senate election must indicate the number of votes each nominee received. In addition, there must be listed the names of those persons who were not nominated but who received at least 70% of the number of votes received by the nominee with the fewest votes. After the election, the number of votes received by those persons who were elected and the number of votes received by nominees who were not elected must be made public.~~

The Senate Executive Committee shall retain on file the number of votes cast for each candidate in each constituency for each annual class whose term has not expired, and shall designate the available candidate with the highest vote at the last previous election in the proper constituency as the alternate to replace any senator whose place will be vacant in any semester because of resignation, retirement, or leave of absence from the University. Priority in case of tie votes shall be determined by lot. Such alternates shall be designated for ~~one semester at a time~~ **up to one year** and at the beginning of the semester unless the vacancy occurs later. When it is known that there will be a vacancy throughout the last year or last two years of a three-year term in a constituency not otherwise scheduled to participate in a regular annual election, then that constituency will participate in order to elect a replacement to serve for the one- or two-year period remaining in the unexpired term.

Motion #3 Background: The schedule of Senate meetings is available on the Senate's website, is published in the UConn Advance, and is listed on the University's web-based Master Calendar.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

E. Meetings

Meetings of the University Senate shall be held regularly at times to be fixed by the President on the advice of the Senate. The schedule of meetings shall be published ~~in the catalog.~~

Motion #4 Background: Senate Minutes are no longer mailed out in paper form. They will continue to be available from the Senate Office as in the past. This amendment allows use of email and the Senate web site for circulation of the minutes.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

F. Minutes and Reports

~~Copies of the minutes of the meetings of the University Senate shall be filed, one in the President's Office, one with the Provost and Executive Vice President for Academic Affairs, one with each of the Vice Presidents, one in the Registrar's Office, one in the University Library and one in the University Archives. The University Archives shall be the central place for filing actions of the University Senate, and the University Archives' copy shall be the official copy. Copies of the minutes shall also be mailed to members of the Senate, upon request to all members of the staff on the Storrs campus and at the regional campuses with the rank of instructor or above, and to a selected list of administrative officers. Copies of the minutes of the meetings of the University Senate shall be made available to the public from the University Senate office.~~

ATTACHMENT #21

Senate Enrollment Committee Annual Report --- December 11, 2006

Please find below the minutes for the meetings of 2/28/06 and 3/28/06,
Karl Guillard, Chair

Below that are summations of the Enrollment Committee meetings that have taken place this fall, Bob
Tilton, Chair

Senate Enrollment Committee
Minutes — February 28, 2006 Meeting

The meeting was called to order at 3:38 PM.

Members in attendance: Dolan Evanovich, Karl Guillard, David Palmer, Linda Strausbaugh, Robert
Tilton, and Richard Watson.

Guest: Dr. Lynne Goodstein, Associate Vice Provost, and Director Honors Program

Minutes: Minutes of the November 28, 2005 meeting were approved as amended with completion of a
sentence under item 3.

Report on Honors Program, Lynne. An overview of the program and details of The Program were
provided. The mission of the Program is to provide challenging academics, a personalized collegiate
environment, a sense of community among the honors students, and engagement beyond the
classroom. Selective statistics associated with the program:

- 262 first-year students enrolled in Fall 2005
- Average SAT score of 1398
- Average class rank of 96%
- Incoming class of 2005 included 21 valedictorians and 27 salutatorians
- Total Honors enrollment of 1184 (532 from CLAS)
- More than 60% of graduating class of 2005 continued onto graduate or professional schools;
many others offered positions at top companies.
- All Honors students involved in undergraduate research
- In 2005, approximately \$150,000 awarded through SURF (Summer Undergraduate Research
Fund) and other sources to Honors students to meet research expenses

Discussion followed particular points of the presentation: Dr. Palmer inquired as the percentage of
honors students that graduate with Honors — Dr. Goodstein's reply was that some seniors have
credentials to do so, but decline (possibly because they do not wish to complete a thesis);
approximately 33% of freshmen incoming as Honors follow through to graduate in Honors; however,
80% of Honors juniors graduate with Honors. Dr. Tilton expressed high satisfaction with Honors
Convocation ceremony. Dr. Strausbaugh inquired about the possibility of high-achieving students
obtaining joint Baccalaureate/Master's degrees; she expressed concern that not to do so may result in
losing top students to other institutions. Discussion on logistics of such programs ensued. Dr.

Strausbaugh also raised the issue of informing Honors students and other high-achieving students about the need to participate in outreach activities (e.g., experience or commitment to teaching; science & math outreach to minorities; programs to middle school students) if they wish to be competitive for NSF Graduate Fellowship Awards. Dr. Goodstein ended the discussion by indicating that developing infrastructure for civic engagement needed more support.

New Business. No new business.

Meeting adjourned at 4:35 PM

Respectfully submitted
Karl Guillard

Senate Enrollment Committee
Minutes — March 28, 2006 Meeting

The meeting was called to order at 3:47 PM.

Members in attendance: Lynn Allchin, Dolan Evanovich, Eva Gorbants, Karl Guillard, David Tiberio, Robert Tilton, and Richard Watson.

Guest: Ross Lewin, Executive Program Director, SEP-Study Abroad Programs

Minutes: Minutes of the February 28, 2006 meeting were approved.

Report on Study Abroad Program, Ross. An overview of the Study Abroad Program was provided. Committee members were encouraged to visit the program website (<https://secure.sa.uconn.edu/sap/studioabroad/>).

Program developments included new opportunities in Capetown, South Africa for civil society/human rights program, and Santiago, Chile. The program plans on increasing the number of short-term opportunities (eight weeks or less). B. Tilton indicated plans for short-term writing programs in Florence and St. Petersburg. The Provost has indicated a goal of 30% of the students in each graduating class to have a study abroad experience. Currently, it is about 12%. There is a national trend to get students into an international experience during their college career.

There was some discussion relative to the low percentage of under-representative student groups not participating in study abroad. R. Watson questioned if the short-term programs would address the under-represented groups. R. Lewin responded that since the short-term programs are less costly, this may help increase the participation of those groups. L. Allchin questioned how “Finish-in-Four” would be accomplished within the study abroad framework. R. Lewin indicated that getting equivalent or appropriate credits is a challenge and is working with GEOC on this. Getting courses preapproved is helpful.

D. Evanovich indicated that the funding issues for the program are in the red. We cannot subsidize study abroad like Harvard or Yale. There was some discussion on alternative funding such as tuition bill check off, or challenge grants.

Safety issues are a high priority with the program. All students must undergo pre-departure orientation. In cases of problems, a Resident Director within the affected country is informed and will inform students in cases of problems.

New Business. No new business.

Respectfully submitted
Karl Guillard

The Senate Enrollment Committee met four times this semester. Three of the meetings will be mentioned in this report. The fourth meeting will be reported on next semester.

1. The Committee had an organizational meeting on Thursday, September 28, 2006.

Ex-officio committee member Dolan Evanovich, the Vice-Provost for Enrollment Management, shared a number of statistics with the committee concerning the incoming Freshman class. The discussion concerned the number of students, the rise in SAT scores, and the slight drop in the number of students of color in this year's class.

2. On October 26 the Committee met with Ross Lewin, Director of the Study Abroad Program, to discuss the university's focus on internationalization and globalization. Part of the discussion focused on how Study Abroad can be used as a tool for the recruitment and retention of top high school students. The goal of the university is for 30% of the undergraduates to have a study abroad experience by the 2010-2011 academic year. We looked at how UConn can create a distinctive program, and how it can create a "brand identity" that would then be useful in recruitment activities. Lewin informed the Enrollment Committee about the activities of the Study Abroad Advising Committee and presented some of the aspects of the Study Abroad Strategic Plan. The discussion also touched on providing Study Abroad options for both Honors students and for lower-income students.

3. On November 30 The Committee met with Ron Taylor, Vice-Provost for Multicultural and International Affairs, and Lee Melvin, the Director of Admissions. The subject was the recruitment, enrollment, and retention of economically disadvantaged students and students of color. Vice-Provost Taylor made clear the fact that access to the University is increasingly being denied to students with financial needs. This is in part due to the national trend in which funding is based on merit rather than on need. Students with the lowest EFC – Expected Family Contribution – are often put in a difficult situation, as are students from middle-income families that make too much money for the student to be eligible for a Pell Grant. Dolan Evanovich reported that the University of Connecticut exceeds the statute that requires that 15% of tuition monies be set aside to provide financial aid for low-income students --- we set aside 18% --- but there is still a good deal of work to be done.

Access became the crucial term in the Committee’s discussion. How can our state flagship university be more reflective of the population that it serves? Models such as the Hope Scholarship Program at the University of Georgia and similar tuition remission programs were considered. However, tuition remissions are often seen as unfunded mandates and so can be difficult to sell to the Legislature.

We concluded with this crucial question: How can UConn successfully make the argument to the Board of Trustees and the State Legislature that providing additional funding in terms of financial aid and/or tuition remission to low-income and middle-income students will further the economic development of the state and provide workforce enhancement?

A corollary discussion concerned SAT scores. Evanovich told the committee that while SAT scores will remain important, the Enrollment Management Office is looking at alternative measuring devices.

Respectfully submitted,

Robert Tilton, Chair

Lynn Allchin

Janine Caira (on leave, fall)

Thomas Cooke

Clare Eby

M. Dolan Evanovich (*ex-officio*)

Eva Gorbants

Karl Guillard

Lawrence Hightower

Douglas Kaufman

Senjie Lin

Mayte Perez-Franco

Linda Strausbaugh

Susan Ulloa-Beal

Richard Watson

ATTACHMENT #22

UNIVERSITY SENATE CURRICULA AND COURSES COMMITTEE
Report to the Senate, December 11, 2006

I. Dropping 100s level course

The Committee recommends approval to drop the following courses:

- A. ENGL 105 English Composition drop course
- B. ENGL 109 Literature and Composition drop course

II. Special Topics courses- approval of topics

The Committee recommends approval of the following courses and topics

- A. INTD 196 Special Topics Seminar: Section Title: “Communicating Biology” spring 2007, 2 credits
- B. INTD 298 Insights into Clinical Medicine open to sophomores 1 credit, honors course, spring 2007

III. New General Education courses forwarded from GEOC:

The Curricula & Courses Committee moves that the University Senate approve the following courses for the General Education Curriculum

Content Area 2 (Social Sciences):

POLS 238/W Democratic Culture and Citizenship in Latin America

Content Area 3 (Science and technology):

COGS 201 Foundations of Cognitive Science

MATH 108Q Mathematical Modeling in the Environment

IV. New Course Numbering

The Committee has reviewed the renumbering of Animal Science courses for the new system. These courses will now be 2xxx and were 200s level but not open to sophomores in the current system. These courses are recommended for approval:

- A. ANSC 298/2695 Special Topics
- B. NUSC 241/2241 Nutritional Assessment
- C. NUSC 245/2245 Profession of Dietetics

V. Courses Open to sophomores

The Committee reports the following course have been approved as open to sophomores

- A. COGS 201 Foundations of Cognitive Science
- B. INTD 298 Insights into Clinical Medicine

VI. Courses approved to be offered as W courses

The committee reports that it has approved the following courses to be offered as W courses:

- A. ENGL 174W Disability in American Literature and Culture
- B. ENGL 1XZW Writing Through Research
- C. HDFS 296W Honors Thesis Writing

D. MATH 291W Technical Writing for Actuaries

E. POLS 238W Democratic Culture and Citizenship in Latin America

F. SOCI 241W Women and Health

VII. Catalog changes in 200s level courses approved by committee and reported to senate:

A. JOUR 200W. Newswriting I

Current catalog copy: Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. One 75 minute-lecture and one 2-hour laboratory plus field work. Open to sophomores or higher. Definition of news, newswriting style, community reporting, covering governmental meetings and writing statistical matter.

Revised copy: Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. One 75 minute-lecture and one 2-hour laboratory plus field work. Open to sophomores or higher. Defining news; exercising news judgment in a diverse society; employing principles of Associated Press style; writing basic news stories. Laboratory offers intensive newswriting exercises.

B. JOUR 201W. Newswriting II.

Current catalog copy: Either semester. Three credits. One 75-minute lecture and one 2-hour laboratory plus field work. Prerequisite: JOUR 200; ENGL 105 or 110 or 111 or 250. Open to sophomores or higher. Provides in-depth explanations and demonstrations of what reporters can expect to find, and report, in the courts, schools, town halls, land use agencies and other civic offices, boards and commissions.

Revised copy: Either semester. Three credits. One 75-minute lecture and one 2-hour laboratory plus field work. Prerequisite: JOUR 200; ENGL 105 or 110 or 111 or 250. Open to sophomores or higher. Live reporting using the university and the surrounding community as a laboratory. Emphasis on fact gathering, interviewing, diversity of sources, news judgment and deadline writing.

VIII. The Committee recommends approval of the following revision of the Quantitative Competency description in the General Education Guidelines:

Background

The Math department now recommends Math 104Q, a course that offers 3 credits and meets for 5 hours per week, as the course best suited for students whose quantitative skills require strengthening. This is replacing MATH 101, though this course is still offered at some regional campuses.

Old language

Exit Expectations:

All students must pass two Q courses, which may also satisfy a Content Area requirement. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students may be encouraged to complete MATH 101: *Basic Algebra With Applications* (a course that does not carry credit toward graduation) prior to enrolling in their first Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

New language

Exit Expectations:

All students must pass two Q courses, which may also satisfy Content Area requirements. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students whose high school algebra needs strengthening should be encouraged to complete MATH 104Q: *Introductory College Algebra and Mathematical Modeling*, as preparation for other Q courses. Alternatively, students may take MATH 101: *Basic Algebra With Applications* (a course that does not carry credit toward graduation). Math 104Q, if taken, must be a student's first Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

IX. GEOC and the Curriculum and Courses Committee recommends the following change to General Education Guidelines approved on May 12, 2003:

Section 3. Other Operating Principles

- g. Undergraduate students with Bachelor's degree from accredited institutions are exempt from the General Education Requirements

Add the word "regionally" before accredited. Change new item will be:

- g. Undergraduate students with Bachelor's degree from regionally accredited institutions are exempt from the General Education Requirements

X. The Committee recommends the changes in the Senate By-Laws to describe the new General Education requirements adopted by the Senate on May 12, 2003.

The By-law changes are in the document GenEd06Bylaws on the senate website.

The motion is to approve these changes.

**XI. The Committee recommends approval of UNIVERSITY OF CONNECTICUT
POLICY ON ACADEMIC ADJUSTMENTS FOR GENERAL EDUCATION COMPETENCIES:
QUANTITATIVE REASONING And/Or SECOND LANGUAGE**

The policy is in document Policy on Academic Adjustfinal rev1 on the Senate website.

Respectfully submitted,

Laurie Best, Janice Clark, Anne D'Allewa, Michael Darre, Andrew DePalma, Jane Goldman Kathleen Labadorf, Steven Mlenak, Maria O'Donoghue, Eric Shultz, Lauren Smith, Jaci VanHeest, Katharina von Hammerstein, Robert G. Jeffers (Chair)

ATTACHMENT #23
Report of the General Education Oversight Committee
to the University Senate
December 11, 2006

Motion Background:

The current bylaws dealing with general education date from the late 1980s and are completely out of date. The Senate approved the current General Education Requirements on May 12 2003 and has amended them on three occasions subsequently. This motion seeks to update the bylaws, using language taken from the approved General Education Requirements.

Motion: To remove the existing bylaws under II.C.2. and replace with the updated narrative as shown below.

BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE

II. RULES AND REGULATIONS**C. *Minimum Requirements for Undergraduate Degrees***2. *General Education Requirements*

These General Education Requirements are effective commencing the 2005-2006 academic year. Continuing students who are under prior catalogs will be governed by the previous General Education Requirements, which are detailed in those catalogs.

Every undergraduate student in a baccalaureate degree program in the University, on all campuses must fulfill the General Education Requirements. Students are encouraged to spread these minimum requirements over the years of baccalaureate studies, and to plan their courses of study, with the help of an advisor, early in their first year.

The purpose of General Education is 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. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

General Education Requirements are described in terms of four content areas and five competencies.

a. *Content Areas*

Students will be required to take six credits in Content Area One – Arts and Humanities; six credits in Content Area Two – Social Sciences; six to seven credits in Content Area Three – Science and Technology; and six credits in Content Area Four – Diversity and Multiculturalism.

The courses in Content Areas One, Two, and Three must be taken in six different academic units. Content Area courses may be counted toward the major.

Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Content Area One, one-credit performance courses may be included. Students may use no more than three credits of such courses to meet the requirement.

In Content Area Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.

In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

One, and only one, Content Area Four course may also serve as a Content Area One, Two, or Three requirement.

For Content Areas One, Two and Three, there will be no multiple designations. An individual course will be approved for inclusion in only one of these Content Areas.

Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

General Education courses, whenever possible, should include elements of diversity.

b. *Competencies*

The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas – computer technology, writing, quantitative skills, second language proficiency, and information literacy. The development of these competencies rests on establishing clear expectations for students both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.

The structure of each competency involves two parts: one establishing entry-level expectations and the second establishing graduation expectations. The entry-level expectations apply to all incoming students.

c. *Principles for the General Education Curriculum*

The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses.

In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses. Courses in Content Area Four may also have prerequisites outside of General Education courses.

Each department or School and College may propose courses for any of the four Content Areas. All courses approved for the General Education Requirements must be valid for all Schools and Colleges of the University of Connecticut in meeting the University General Education Requirements. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.

General Education courses should be delivered by faculty members. Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.

All courses offered for General Education credit must be approved by the General Education Oversight Committee (see II.C.2.d).

No academic unit may set enrollment bars or priorities for their own students for any General Education course, with the following exceptions:

An academic unit may reserve any percentage of seats for its own students in a 200-level W course that is not also approved for a content area.

An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 200-level course approved for Content Area 4 (Diversity and Multiculturalism) as long as it is not also approved for any other content area.

While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for 100-level courses. This in no way should inhibit departments from requiring writing in their Q offerings or quantitative analysis in their W courses. Multiple competency designations, where a single course fulfills both Q and W requirements, are limited to 200-level courses.

University of Connecticut students seeking an Additional Degree or a Double Major are required to complete the requirements for both degrees/majors. Students will also be required to meet the advanced competency expectations in Computer Technology, Information Literacy and Writing for each degree/major. If an individual course is approved to fill a competency requirement for both degrees/majors, successful completion of that course will meet that requirement for both degrees/majors.

All students entering the University of Connecticut or changing school or college within the University beginning with the Fall semester 2005 are expected to meet these General Education Requirements. Bearing in mind the principles outlined in this document, the Dean of the admitting School or College may make substitutions to the requirements for students who entered higher education prior to Fall 2005 and on a continuing basis for other students. Each Dean will submit an annual report summarizing this activity to GEOC by the end of the Spring semester each year.

Undergraduate students with Bachelor's degrees from regionally accredited institutions are exempt from the General Education Requirements.

d. *Oversight and Implementation*

The curriculum in degree programs remains vibrant and alive because faculty members constantly attend to it. They debate what is essential and what is optional to a degree program; they assess how the character of individual courses contributes to the whole; and they consider whether courses are properly sequenced relative to one another. If a general education curriculum is to avoid almost instant ossification, it requires a similar level of faculty involvement and on-going attention.

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 a 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 W and Q Centers will also be given non-voting appointments to GEOC. The GEOC will monitor the General Education curriculum. This Committee will work in association with the Office of Undergraduate Education and Instruction. Financial support for the activity of the GEOC will come from the Office of the Provost.

The GEOC will be charged with:

- setting the criteria for approving all course proposals for the Content and Competency Areas;
- setting the criteria for entrance and exit requirements for the Competency Areas;
- developing policy regarding the delivery of the University-wide General Education program;
- reviewing and approving courses proposed for inclusion in the General Education Requirements;
- determining the resources necessary to deliver the General Education Curriculum;
- monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and
- reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

The membership of the GEOC shall be representative of the Faculty of all of the Schools and Colleges and members shall be appointed following current Senate Nominating Committee practice. While the members and chair shall be proposed by the Nominating Committee and approved by the Senate, the

process of consultation shall include the Vice Provost for Undergraduate Education. Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator.

Terms of appointment to the GEOC shall be two years, except in the case of the student member where a one-year term is appropriate. In addition, one half of the first group of GEOC members shall be appointed for one year to ensure some overlap in membership from year to year. Normally, no member shall serve more than two consecutive terms of two years each without leaving the committee for at least two years. The chair shall serve one three-year term and shall not be re-appointed.

The chair of the GEOC shall be responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum. Because of the unusually demanding nature of this position, the chair will be given 50% release time and be provided with administrative support.

Faculty members involved in General Education have different pedagogical challenges from those facing instructors in major or graduate courses. These faculty members should be brought together on a regular basis to collaborate on issues concerning the delivery of these courses. This can be accomplished by the chair of the GEOC, who will organize their regular meetings. These meetings will provide the kind of on-going discussion necessary to keep this part of the curriculum vibrant and vital.

The GEOC shall establish and appoint members to four Content Area subcommittees. Each subcommittee will establish the criteria for all courses to be approved for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

The GEOC shall establish and appoint members to five Competency subcommittees. Each subcommittee will establish and continue to review entrance and exit expectations for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

Once the criteria or any changes to the criteria for each of the Content Areas and Competencies are developed and accepted by the GEOC, they must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

Courses proposed for General Education, once they have been approved by the GEOC, will be submitted to the Senate Curricula and Courses Committee for formal approval and submission to the Senate.

The Senate Budget Committee is charged with determining:

- if sufficient seats and resources exist to handle the undergraduate enrollment;
- if academic resources, particularly TA's to assist in W courses, are available to meet enrollment demands; and
- if the Learning Center has been adequately funded to support the General Education Requirements.

ATTACHMENT #24

**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.