

**MINUTES OF A MEETING OF THE UNIVERSITY SENATE  
February 26, 2007**

1. Moderator Murphy officially called the regular meeting of the University Senate of February 26, 2007 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 January 29, 2007 for review.

The minutes were approved without modification.

3. Report of the Provost

The Provost entertained questions from the Senate. Senator Moiseff asked how the decision to cancel classes due to inclement weather was determined. Senator Nicholls responded that the decision is made early in the morning (3:00 to 4:00 am) and reaffirmed that he believed that the decisions so far this year have been prudent and correct. Senator Makowsky added that the Connecticut State Police call in the early hours and advise on the weather conditions on campus and the roads leading to campus. The decision is based on these data. Senator Makowsky reminded the Senate that the local conditions in Storrs do not always mirror those in other parts of the state and that many staff, faculty, and students commute from some distance. The State Police are consulted because they have a better overview of the conditions on all of the state's highways.

Senator Schultz asked about the research quadrangle project and the Torrey Life Sciences Building renovation project. He expressed concern that the planning report from JJR concerning the project was delayed. Senator Nicholls responded that he was unaware of the lateness of the report. He added that JRR and the university are gathering data for the decisions. The decision involves projections concerning enrollment, staffing in departments, and future research potential. A committee is currently consulting impacted departments and gathering data to submit to JRR.

Senator Maurudis requested an update on the Dubai project. Senator Nicholls reiterated that no state money should be involved in this project. Senator Nicholls stated there is a good deal of work to be done by UConn and that the signing of a contract with the Dubai educational authorities to cover the cost of the work is a prerequisite for continuation of the project. In addition, there are concerns regarding the participation by scholars with Israeli passports and other human rights issues. Provost Nicholls stated UConn will not move forward until such issues are resolved.

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

(See Attachment #30)

5. Associate Vice Provost Keith Barker presented the Report of the Commencement Committee.

K. Barker spoke on behalf of Senator Darre, the Chair of the Commencement Committee. K. Barker explained the past practice for commencement ceremonies and stated with the recent reorganization of some of the schools and colleges, certain ceremonies have become too large to be housed in Gampel Pavilion. In order to relieve this congestion, three deans volunteered to hold separate school-based ceremonies: Pharmacy, Fine Arts, and Education. To streamline the graduate ceremonies as well, candidates for the Doctor of Pharmacy degree will be presented on May 5<sup>th</sup> in a separate ceremony.

K. Barker explained the times and places for the new graduation ceremonies. The Deans affected will be responsible for the actual organization and conduct of the various smaller ceremonies, while all externals--security, signage, parking etc.--will be the responsibility of the university.

Senator Cairra inquired about graduation speakers, specifically, now that there are additional ceremonies, will there be additional speakers and how will they be selected? K. Barker responded that at the speakers for the smaller ceremonies will be decided by the deans concerned, while at the larger Gampel ceremonies the same procedures will be used that have been followed in the past.

6. Senator Faustman presented the Report of the Growth and Development Committee.  
(See Attachment #31)
7. Senator Kurland presented the Report of the Student Welfare Committee.  
(See Attachment #32)

Senator Mannheim inquired about the mechanism that allows courses to be moved after registration for courses has begun. Senator von Munkwitz-Smith responded there are presently few formal controls or review procedures in place but added that while the Registrar's Office discourages it, changes are sometimes necessary. He gave as an example occasions when a particular faculty member is no longer able to teach a particular class and the time must be reassigned to another instructor who is not available at the originally-scheduled hour.

8. Senator Moiseff presented the Report of the Scholastic Standards Committee.  
(See Attachment #33)
9. Senator Bansal presented the Report of the Nominating Committee.  
(See Attachment #34)

- I. The Committee moved that Katharina von Hammerstein be appointed to a three-year term as Chair of the General Education Oversight Committee (GEOC) effective August 24, 2007 through August 23, 2010.

**The motion carried.**

- II. The Committee moved that Cora Lynn Deibler replace Anne D'Alleva on the General Education Oversight Committee with a term ending of June 30, 2008.

**The motion carried.**

- III. The Committee moved that Michael Brezak replace Brittany Kwalek as an undergraduate student representative on the General Education Oversight Committee.

**The motion carried.**

10. Senator Jeffers presented the Report of the Curricula and Courses Committee.

(See Attachment #35)

**I. Motion on Registration Restrictions for 3xxx, 4xxx Courses**

**Background:**

Under the current numbering system 200-level courses are restricted to students who are juniors or above. Under the new system these classes will be open to all students who meet the prerequisites. Some departments will want to keep the current enrollment restrictions for these classes. To maintain the restriction they will need to add a line indicating the restriction to the catalog description. This could involve a large number of courses.

**Motion:**

For current 200 level, general education courses not open to sophomores, requiring Senate of GEOC approval for catalog changes, that will be listed at the 3000 or 4000 level under the new numbering system, the following line may be added by departments "open only to juniors or higher" when this change is consistent with current course requirements. Schools and Colleges may submit a list of courses requiring this addition to catalog copy directly to the Registrar's office, submitting a copy to the Senate Curricula and Courses committee for informational purposes only.

Procedures will be as follows: Once approved by the appropriate School or College, each department is to send to the Office of the Registrar a list of all courses for which they want to preserve the current restrictions on the status of the student population who may register for a course. The Office of the Registrar will preserve these settings in the computer system and will add any necessary wording in the print and on-line catalog.

**The motion carried.**

11. Senator Jeffers presented the Annual Report of the Curricula and Courses Committee

(See Attachment #36)

12. New Business – none.

13. There was a motion to adjourn.

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

The meeting adjourned at 4:58 PM.

Respectfully submitted,  
Robert F. Miller  
Senate Secretary

The following members and alternates were absent from the February 26, 2007 meeting:

Allison, Peter  
Anderson, Greg  
Aronson, Lorraine  
Austin, Philip  
Becker, Loftus  
Bergman, Theodore  
Britner, Preston  
Broadbent, Erica  
Bull, Nancy  
Cook, Bradford  
Darre, Michael  
Eby, Clare  
Engel, Gerald  
English, Gary  
Evanovich, M. Dolan

Facchinetti, Neil  
Feldman, Barry  
Gianutsos, Gerald  
Hart, Ian  
Hightower, Lawrence  
Hiskes, Anne  
Holzworth, R.J.  
Kaufman, Douglas  
Kehrhahn, Marijke  
Kelly, Kristin  
Kendall, Debra  
Kerr, Kirklyn  
Korbel, Donna  
Lowe, Charles  
Marsden, James

McGavran, Dennis  
Myers, Kathryn  
Olson, Sherri  
Rummel, Jeffrey  
Saddlemire, John  
Salamone, John  
Sanchez, Lisa  
Schaefer, Carl  
Schwab, Richard  
Sidney, Stuart  
Simmons, Robin  
Singha, Suman  
Strausbaugh, Linda  
Taylor, Ronald  
Williams, Michelle

## ATTACHMENT #30

**Report  
Senate Executive Committee**

February 26, 2007

The Senate Executive Committee has met twice since the January 29 meeting of the University Senate.

On February 16 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. Some of the topics under discussion by the Senate Committees are how campus-wide tenure is being met, a proposed Conflict of Interest policy that will be presented to the Board of Trustees, the attendance policy that was previously presented to the Senate, the Academic Integrity Document that will shortly be presented in a forum to the campus community, and recruitment and retention of student athletes. In addition, reports were presented by Senate Representatives on the Board of Trustees Building and Grounds Committee and the University Building and Grounds Committees.

On February 23, the Senate Executive Committee met in closed session with President Austin. Afterwards the SEC met with President Austin, Provost Nichols and Chief Operating Officer Barry Feldman. The discussion included a report on the recent CPPAC meeting, work underway to look at the safety of North Eagleville, and an update on the status of the University's effort to gain additional funding from the State Legislature for faculty and support positions.

The Senate Executive Committee has appointed Senator Judith Thorpe as one of our two representatives on the Alumni Association Awards Committee. Senator Lawrence Gramling was elected to the President's Athletic Advisory Committee. Constituency elections are currently underway.

As noted in our recent report to the campus community, the University By-Laws state that the faculty members of the Senate Executive Committee will be members of the Presidential Search Committee. The members of the full search committee were listed in an article in the UConn Advance on February 12. The committee has broad representation from across the University.

One of the interests expressed by the search committee in its first meeting is that all members of the University community have an opportunity to provide input into the search process. You are encouraged to do so through members of the Senate Executive Committee or through other members of the search committee. It is also noted that confidentiality is critical to the search, and thus only the Chair of the Search Committee, Dr. John Rowe, is authorized to respond to questions about the search and to provide information to the public about the search.

Respectfully submitted,  
John DeWolf  
Chair, Senate Executive Committee  
February 26, 2007

ATTACHMENT #31

**Annual Report of the Senate Growth and Development Committee**

February 26, 2007

Cameron Faustman  
Chair, 2006/2007

The By-Laws of the University Senate provide the following charge to the Growth and Development Committee:

*This committee shall keep under review the general changes, actual and prospective, of the University over time and may recommend any desirable expressions of Senate opinion on these matters. The committee may also provide on behalf of the Senate an evaluation and review of specific issues and activities related to institutional advancement. The committee shall include two undergraduate students and one graduate student. It shall make an annual report at the March meeting of the Senate.*

This report covers the period since the previous one (i.e. March 13, 2006) and presents activities that were carried out under different Chairs and some different members. The Growth and Development Committee met a total of 7 times since the previous annual report and discussed the following items:

1. UCARE Initiative
2. Downtown Partnership
3. The (then) evolving Academic Plan and 175 new faculty positions
4. The Nathan Hale Inn and its relationship with the University
5. Dissolution of the University fleet
6. Improving communications between Facilities and academic units
7. Off-campus student conduct
8. Campus landscaping
9. Consultation with academic stakeholders
10. Study Abroad
11. Regional Campus re-structuring and issues

Details of these discussions are presented in the Minutes of the Growth and Development Committee. In brief:

**UCARE Initiative**

E. Marth shared the vision of a UCONN 2000/21<sup>st</sup> Century effort, the UCARE Initiative, that was being discussed as a potential mechanism for acquiring greater programmatic support from the state.

**Downtown Partnership**

T. Callahan provided an update on the town development plan that has resulted from the collective efforts of Mansfield officials and residents, and the University. Access to housing and parking was discussed extensively.

**Academic Plan and 175 Positions**

P. Nicholls described the process he was using to develop/modify the Academic Plan and the necessity for 175 positions. Discussion centered around the criteria that would be considered for allocation of these positions within the University. He also outlined his goals for globalization of the undergraduate experience.

**Nathan Hale Inn**

T. Callahan outlined the business relationship between the University and the owner(s) of the Nathan Hale Inn. UConn leases the ground to the hotel, charges for water/sewer use, and has a 3% equity interest in the facility. Members expressed concern for aggressive pricing in recent years.

**Dissolution of the University Fleet**

Members expressed concern over the unilateral nature of the decision to dissolve the University Fleet without consideration to its impact on the educational process. T. Callahan has been working with his staff to secure an on-site vendor for vehicle rental purposes.

**Improving Communications Between Facilities and the Academic Units**

The frustrations associated with billing errors and unauthorized use of FRS numbers for paying charges by Facilities was discussed. T. Callahan noted that in the coming year, he is committed to developing an improved process for understanding/communicating who pays for what relative to facilities related charges.

**Off-Campus Student Conduct**

G. Tuchman described recent and on-going challenges of private property owners in the Hunting Lodge Road/Celeron Apts/Carriage House Apts neighborhood(s) in this area immediately adjacent to campus. Student activities occur at late hours and with disregard for motorists and property owners; safety of all is a major concern. T. Callahan summarized University efforts to date; this challenge will require continued attention.

**Campus Landscaping/Maintenance**

The general feeling is that grounds maintenance is insufficient and that the new buildings and original landscaping, now approaching 10 years old for some buildings, is not being adequately attended to. There was a suggestion to develop a campus “landscaping plan” .

**Academic Stakeholders/Consultation**

Committee members emphasized the need for appropriate consultation (both in terms of affected individuals and with sufficient lead time to accommodate potential changes that would be detrimental to the academic mission) with several guests at different meetings. Examples where this has/might cause problems were the recent dissolution of the University Fleet, and

prioritization of deferred maintenance projects. Greater utilization of technical expertise that resides in the faculty/staff ranks should be adopted.

### **Study Abroad**

The University's goal to achieve a 30% participation rate in study abroad activities among our undergraduate students was discussed. Considerable discussion revolved around the need to have a centralized standard operating procedure (for faculty/staff/students that participate in international teaching/research/outreach activities) that addresses protocols to be followed in cases of emergency. It was recognized among all in attendance that greater curricular integration of study abroad experiences is necessary.

### **Regional Campus Issues**

V. Makowsky updated the members on the Tri-Campus administration, challenges of academic oversight, the critical role played by Regional Campuses relative to educational access by the state's residents and the effort underway by the Provost and the Deans to re-examine Regional Campus roles.

At the March and April meetings, we will be meeting to discuss the effects of ethics regulations on the academic enterprise, and will meet with Provost Nicholls to discuss the Academic Plan and implications of the NEASC visit.

We are grateful for the time that our guests have taken from their busy schedules to provide updates and insights into issues critical to our charge, and for listening to concerns expressed by our members. These individuals have included:

T. Callahan  
B. Feldman  
L. Goodstein  
R. Lewin  
E. Marth  
V. Makowsky  
P. Nicholls  
J. Saddle mire

Respectfully submitted,



Cameron Faustman  
Chair 2006/2007



## ATTACHMENT #32

**Senate Student Welfare Committee 2006-2007 Annual Report to the Senate  
February 26, 2007**

The Senate Student Welfare Committee discussed a number of issues this past year and reports the following:

- **Retention and Graduation report** - Dolan Evanovich and Gary Lewicki were invited to present the Retention and Graduation Report to the committee. The university has progressed in terms of retention rates; average time to graduation; addition of classes in high need areas; etc. Problems identified in terms of ability to enroll in certain upper level classes. Despite limited new enrollment for past few years, increased retention has resulted in greater number of students. Housing enrollment has grown because students reportedly like living on campus and few options.
- **Rescheduling of classes after registration has already begun** – Subsequent to the notices disseminated by Dr. Makowsky and Laurie Best, the Registrar’s Office continues to monitor and report back on the problem of classes that are rescheduled after registration has already begun.
- **Review of field trip policy** - the committee was asked by Dr. Makowsky to review the draft field trip policy. A number of changes were proposed, along with the recommendation that there was a need for overall review by the university’s attorneys.
- **Communications with students** - students voiced concerns regarding the improvement of communications between the administration and the student body. A number of recommendations were proposed.
- **Facilities** – the committee has asked for the availability of increased input from students and faculty into the design and prioritization of new facilities. Additionally, there was discussion about the need for additional recreation facilities for students as well as the need for a new Student Health Services building (supported by a USG resolution).
- **Attendance policy by-law revision** - the committee met with Andy Moiseff, Chair of the Scholastic Standards Committee in order to offer input into the proposed attendance by-law policy revision. Recommendations included the inclusion of an appeals process; the elimination of the “full and final authority” wording; the need to strengthen the extenuating circumstances provision; the importance of articulating specific participation requirements; The overall consensus was to **not** have a new attendance policy and to leave the existing by-law, with some proposed changes and to continue to hold students as responsible individuals who are assessed by learning outcomes. There was acknowledgement of the need for participation requirements in certain classes (i.e.- labs, internships, etc)

- **UCONN Learning Commons** - Scott Kennedy from the university libraries and Kim Chambers from Educational Technology discussed consideration of a UCONN Learning Commons. The purpose of the meeting was to inform the SSWC of the Learning Commons planning process and to solicit feedback from the group about their ideas concerning the viability of establishing a UCONN Learning Commons.

Respectfully submitted by:

Philip Best, Karen Bresciano, Preston Britner, Kim Chambers, Cora Lynn Deibler, Alea Henle, Marijke Kehrhan, Donna Korbel, Shannon O'Reilly, David Ouimette, Kathryn Ratcliff, Nigel Sammes, Kathleen Sanner, Maria Sedotti, Robin Simmons, Charles Vinsonhaler, Lee Williams, Michael Kurland (Chair)

## ATTACHMENT #33

**Report of the Senate Scholastic Standards Committee  
Feb. 26, 2007**

1. The Senate Scholastic Standards Committee approved the following changes in requirements for Honors students

A. Add to the requirements for receiving a Sophomore Honors Certificate:

- require at least one course from the Honors Core Curriculum
- attend five official honors events

B. Requirements for BGS students to participate in the Honors program have been revised to be consistent with students in other programs. (Note: BGS students apply as ‘rising juniors’).

2. Dr. L. Goodstein, Associate Vice Provost and Director of the Honors Program, reported to the committee on the status of the Honors Program.

- The yearly admission goal for honors is approximately 250 students/yr.
- Average SATs for Honors students is currently ~1400 compared to ~1310 in 1996.
- Total honors enrollment is currently ~1184, which is ~7% of the undergraduate population at Storrs. The greatest number of these students are in CLAS (531).
- In 2005, 50% of Honors sophomores students received Sophomore Honors Certificates compared to ~25% in 2004.
- In 2005 a total of 141 students graduated as Honors Scholars.
- The Honors Program has been sponsoring the development of courses that would constitute elements of an Honors core curriculum. This is increasing the courses available to honors students at the 100’s and 200’s level. In 2005, ~94% of honors students were enrolled in Freshman Honors Seminar.
- The Honors Program has developed an Honors Community that includes first-year residential housing as well as upper-class housing. About 1/3 of honors students are in honors housing.
- Other honors programs include the University Scholar program, which accepts about 20 student/year, and Honors Study Abroad programs.

ATTACHMENT #34

**NOMINATING COMMITTEE REPORT**

February 26, 2007

1. We move that Katharina von Hammerstein be appointed to a three-year term as Chair of the General Education Oversight Committee (GEOC) effective August 24, 2007 through August 23, 2010.
2. We move that Cora Lynn Deibler replace Anne D'Alleva on the General Education Oversight Committee with a term ending of June 30, 2008.
3. We move that Michael Brezak replace Brittany Kwalek as an undergraduate student representative on the General Education Oversight Committee.

Respectfully submitted,

Rajeev Bansal, Chair  
John DeWolf  
Harry Frank  
Karla Fox  
Anne Hiskes  
Robert Tilton

## ATTACHMENT #35

**UNIVERSITY SENATE CURRICULA AND COURSES COMMITTEE**  
**Report to the University Senate**  
**February 26, 2007**

**Motion on Registration Restrictions for 3xxx, 4xxx Courses**

**Background:**

Under the current numbering system 200-level courses are restricted to students who are juniors or above. Under the new system these classes will be open to all students who meet the prerequisites. Some departments will want to keep the current enrollment restrictions for these classes. To maintain the restriction they will need to add a line indicating the restriction to the catalog description. This could involve a large number of courses.

**Motion:**

For current 200 level, general education courses not open to sophomores, requiring Senate or GEOC approval for catalog changes, that will be listed at the 3000 or 4000 level under the new numbering system, the following line may be added by departments “open only to juniors or higher” when this change is consistent with current course requirements. Schools and Colleges may submit a list of courses requiring this addition to catalog copy directly to the Registrar’s office, submitting a copy to the Senate Curricula and Courses committee for informational purposes only.

Procedures will be as follows: Once approved by the appropriate School or College, each department is to send to the Office of the Registrar a list of all courses for which they want to preserve the current restrictions on the status of the student population who may register for a course. The Office of the Registrar will preserve these settings in the computer system and will add any necessary new wording in the print and on-line catalog.

Respectfully submitted,

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

## ATTACHMENT #36

**Curricula and Courses Committee  
Annual Report to the University Senate**

February 26, 2007

Actions March 2006 through January 29, 2007

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

**100-level courses**

1. New courses added:

ANSC 193 - Foreign Studies in Animal Science (4/06)  
 ARAB 1xx - Elementary Arabic I (5/06)  
 ARAB 1xy - Elementary Arabic II (5/06)  
 ARAB 1xz - Intermediate Arabic I (5/06)  
 ARAB 1xa - Intermediate Arabic II (5/06)  
 ARAB 1yx - Traditional Arab Literatures, Cultures, and Civilizations (5/06)  
 ARAB 1yz - Modern Arabic Culture (5/06)  
 BME1XX/CSE1XX/MCB1XX (MCB1401) Honors Core: Computational Molecular Biology (1/07)  
 CHIN 1xx - Elementary Chinese I (5/06)  
 CHIN 1xy - Elementary Chinese II (5/06)  
 CHIN 1xz - Intermediate Chinese I (5/06)  
 CHIN 1xa - Intermediate Chinese II (5/06)  
 CHIN 1yx - Traditional Chinese Culture (5/06)  
 CHIN 1yz - Modern Chinese Culture (5/06)  
 ILCIS 1xy - Introducing Italy Through Its Regions (5/06)  
 MCB1YY (MCB1400) Honors Core: The Genetics Revolution in Contemporary Culture (1/07)

2. Courses dropped:

ENGL 105 - English Composition (12/06)  
 ENGL 109 - Literature and Composition (12/06)  
 HDFS 183 - Courtship, Marriage and Sexuality (11/06)

3. Special Topics

INTD 195 - Intellectual Themes and Their Historical Contexts (11/06)  
 INTD 196 - Issues in the News (11/06)  
 INTD 196 - Special Topics Seminar: Section Title: "Communicating Biology" (12/06)  
 OPIM 195 - Special Topics (10/06)  
 Topic: Management Information Systems in Business: A Hands-on Approach

### Changes to 200s Open to Sophomores

1. Courses added:

GEOG 241 - Visualizing Geographic Data (9/06)  
 PHAR 202 - Human Physiology & Anatomy I (9/06)  
 PHAR 203 - Human Physiology & Anatomy II (9/06)

2. Course change to drop skill code C:

NRME 251C Computer Utilizations in AGNR (10/06)

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

ANSC 254 - Principles of Poultry Science approve as ANSC 2271 (10/06)  
 ANSC 291 - Animal Science Field Excursions approve as ANSC 2690 (10/06)  
 ANSC 298 will now be 2695 - Special Topics (12/06)  
 ANSC 299 - Independent Study - approve as ANSC 2699 (10/06)  
 MATH 200 will become MATH 2294 (9/06)  
 MATH 201W will become MATH 2394W (9/06)  
 MATH 236 will become MATH 2610 (9/06)  
 MATH 242W will become MATH 2720W (9/06)  
 MATH 247 will become MATH 2010 (9/06)  
 MATH 248 will become MATH 2011 (9/06)  
 MATH 285 will become MATH 2620 (9/06)  
 NUSC 241 will now be 2241 - Nutritional Assessment (12/06)  
 NUSC 245 will now be 2245 - Profession of Dietetics (12/06)

4. Special Topics

INTD 298 - Insights into Clinical Medicine (12/06)  
 INTD 298 - US Foreign Policy in a Changing World (11/06)

### GEOC Content Areas

1. Inclusion to Content Area 1

CLCS 1XXW - Languages and Cultures (4/06)  
 ENGL 174W/ 2274W - Disability in American Literature and Culture (1/07)  
 GERM 1XXX - Human Rights and German Culture (1/07)  
 HIST/ LAMS 233W - History of Migration in Las Americas (10/06)  
 HIST278/ PRLS 220 - History of Latino/as in the United States (10/06)  
 HIST 1XXX - East Asian History though Essential Hanzi (1/07)  
 INTD 170 - Honors Core: Walden, A History (4/06)  
 MUSI 191 - Music Appreciation (1/07)

2. Inclusion to Content Area 2

ANTH 102 - Great Discoveries in Archaeology (4/06)  
 ECON 107 - Honors Core: Economies, Nature, and the Environment (4/06)  
 POLS 238/W - Democratic Culture and Citizenship in Latin America (12/06)

## 3. Inclusion to Content Area 3

COGS 201-Foundations of Cognitive Science (12/06)  
 MATH 108Q - Mathematical Modeling in the Environment (12/06)

## 4. Inclusion to Content Area 4

a. May be used to satisfy the International requirement:

ANTH 102 - Great Discoveries in Archaeology (4/06)  
 CLCS 1XXW - Languages and Cultures (4/06)

b. May NOT be used to satisfy the International requirement:

AMST 165/ENGL 165/ HIST 165 - Introduction to American Studies (11/06)  
 ENGL 174W/ 2274W - Disability in American Literature and Culture  
 (1/07)  
 INTD 2xx - Introduction to Diversity Studies in American Culture (11/06)  
 MUSI 102 - Sing and Shout! (11/06)

## 5. Courses dropped from the general education curriculum:

**Content Area I**

ENGL 200 - Children's Literature (10/06)  
 ENGL 212 - The Modern Novel (10/06)

## 6. Skill Designations

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

CDIS 1XXQ - Applied Sound Science

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

ACCT 296W - Senior Thesis in Accounting (10/06)  
 ANSC 297W Undergraduate Honors Thesis Writing in Animal Science (11/06)  
 ANTH 2ZZW - Seminar in Archaeology (10/06)  
 ANTH 292W - Ecological Anthropology Seminar (10/06)  
 CLCS 1XXW - Languages and Cultures (4/06)  
 COMM 2XXW - Computer Mediated Communication (10/06)  
 ECON 215W - Applied Regional Analysis (11/06)  
 ECON 249W - Economic Growth (4/06)  
 EKIN 236W - Sport and Society (11/06)  
 ENGL 174W Disability in American Literature and Culture (12/06)  
 ENGL 1XXW - Business Writing I (11/06)  
 ENGL 1XYW - Technical Writing I (11/06)  
 ENGL 1XZW Writing Through Research (12/06)  
 GS 295W - Integrating General Studies (10/06)  
 HDFS 296W Honors Thesis Writing (12/06)  
 HIST 258W - Intellectual and Social History of Europe in the Nineteenth Century  
 (10/06)  
 HIST 259W - Intellectual and Social History of Europe in the Twentieth Century  
 (10/06)



HIST 283W - Hispanic World in the Ages of Reason and Revolution (4/06)  
INTD 265W - Seminar in American Studies (11/06)  
JOUR213W Magazine Journalism (4/06)  
MATH 291W Technical Writing for Actuaries(12/06)  
NURS 175W - End of Life: A Multicultural Experience (4/06)  
POLS 212W - Globalization and Political Change (10/06)  
POLS 238W Democratic Culture and Citizenship in Latin America (12/06)  
POLS 2XXW - Arab-Israeli Conflict (4/06)  
SOC1 241W Women and Health (12/06)

Cross-Listed Content Area Courses:

**Content Area 1**

AFAM/FINA 183 - Afrocentric Perspectives in the Arts (10/06)

**Content Area 4**

AASI/HRTS/SOCI 221 - Sociological Perspectives on Asian American Women  
(10/06)  
AFAM/FINA 183 - Afrocentric Perspectives in the Arts (10/06)

**W Competency**

HIST/URBN 241W - The History of Urban America (10/06)

7. Other Recommendations

a) GEOC approved Intersession course:

HIST 108 - Modern World History (4/06)

b) GEOC Provisional Approval for teaching in Intersession

ANTH 106 - Introduction to Anthropology (4/06)  
CDIS 150 - Communication Disorders (4/06)  
FREN 169 - Studies in the French-Speaking World (4/06)  
FREN 171 - French Cinema (4/06)  
NUSC 165 - Fundamentals of Nutrition (4/06)

**II. During the past year the Curricula and Courses Committee reported the following for the information of the Senate:**

**A. Changes to 200s Open to Sophomores**

1. Courses added:

COGS 201 - Foundations of Cognitive Science (12/06)  
ECON 206- Philosophy and Economics (11/06)  
ECON 202/W - Topics in Economic History and Thought (11/06)  
ECON 205/W - History of Economic Thought (11/06)  
ECON 207/W - Beyond Self-Interest (11/06)  
ECON 213WC - Empirical Methods in Economics II (11/06)  
ECON 214 - Mathematical Economics (11/06)

ECON 215/W - Applied Regional Analysis (11/06)  
 ECON 216 - Operations Research (11/06)  
 ECON 217 - Information Technology for Economics (11/06)  
 ECON 221 - Urban Development and Policy (11/06)  
 GEOG 298 - Special Topics (5/06) - This open to sophomores designation is only valid for this course for fall 2006.  
 HDFS 273 - Family Interaction Processes (11/06)  
 HIST/ LAMS 233W - History of Migration in Las Americas (10/06)  
 INTD 298 - Controversial Social Issues (11/06)  
 INTD 298 - Honors Facilitation Seminar (11/06)  
 INTD 298 - Insights into Clinical Medicine (12/06)  
 INTD 298 - Queer Studies Across Disciplines (11/06)  
 INTD 298 - Tutoring Principles for Quantitative Learning (11/06)

Course deemed no longer open to sophomores:

MATH 214 - Introduction to Discrete Systems (10/06)

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

ANSC 216 - Principles of Animal Nutrition (4/06)  
 ANSC 293 - Foreign Studies in Animal Science (4/06)  
 BME 211 - Introduction to Biomedical Engineering (4/06)  
 JOUR 200W - Newswriting I (12/06)  
 JOUR 201W - Newswriting II (12/06)

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

1. Revision of the Quantitative Competency Exit Expectations in the General Education Guidelines (12/06)

**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.

2. The addition of the word "regionally" to Section 3.g. - Other Operating Principles in the General Education Guidelines.
  - g. Undergraduate students with Bachelor's degree from regionally accredited institutions are exempt from the General Education Requirements

3. Revision to the By-Laws, Rules, and Regulations of the University Senate II.C.2. 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.

## 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 degrees 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.

4. Rule for transfer credit under new catalog numbering system (1/07)

The Registrar's Office is permitted to use a five-digit numbering system beginning with the digit 9 to list transfer courses that transfer in as generic courses.

5. University of Connecticut Policy on Academic Adjustments for General Education competencies: Quantitative Reasoning and/or Second Language (12/06)

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 5<sup>th</sup> 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.

Respectfully submitted,

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