A regular meeting of the University Senate will be held on Monday, December 3, 2018 at 4:00 p.m. in the ROME BALLROOM, Storrs Campus

The Agenda for this meeting is as follows:

1. Approval of Minutes of November 5, 2018
2. Report of the President
   Presented by Provost Craig Kennedy
3. Report of the Senate Executive Committee
   Presented by SEC Chair Hedley Freake
4. Consent Agenda Items:
   Report of the Senate Curricula and Courses Committee
5. Report from the Scholastic Standards Committee presented by Senator Veronica Makowsky
   • PRESENTATION on a motion to amend the By-Laws, Rules and Regulations of the University Senate II.C.1.b and II.F.5 (Education Abroad)
   • Informational item: By-Laws of Education Abroad Advisory Committee
6. Report from the General Education Oversight Committee presented by Senator Eric Schultz
   • PRESENTATION on a motion to amend the By-Laws, Rules and Regulations of the University Senate II.C.2 (General Education)
7. Report of the University Libraries
   Presented by Anne Langley, Dean of the University Libraries
8. New Business

All are invited to attend a reception honoring the 2018 recipients of the Provost’s Outstanding Service Award immediately following the Senate meeting

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair
Carol Atkinson-Palombo
Karen Bresciano
Gary English
Jaci Van Heest
Justin Fang

Pam Bramble
Nancy Bull
Debra Kendall
Veronica Makowsky
Nandan Tumu

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

A. ENGL 2001 Grant Writing (#4102)
   *Proposed Catalog Copy*
   ENGL 2001. Introduction to Grant Proposal Writing
   Three credits. Prerequisite: ENGL 1010 or 1011 or 211.
   An introduction to the basics of grants and grant proposal writing, including the purpose of writing grant proposals, grant opportunities available to undergraduates, and features of successful grant proposals. Requires submission of a grant proposal.

B. ECON 2103 Honors Core: Deep Roots of Modern Societies (#7371)
   *Proposed Catalog Copy*
   ECON 2103. Honors Core: Deep Roots of Modern Societies
   Three credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 3103.
   Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues.

C. MCB 1200 Virus Hunter (#8176)
   *Proposed Catalog Copy*
   MCB 1200. Virus Hunters.
   Four credits. Two 50-minute lectures with two 3-hour lab periods and additional laboratory follow-up time as needed. Not open for credit to students who have passed MCB 1895 when taught as ‘Virus Hunting Laboratory.’
   Introduction to the biology of bacterial viruses (phages). Isolation from the environment and characterization of a novel phage for sequencing in MCB 1201. Data from this classroom-based research experience will be shared in a nationwide program fostering discovery-based undergraduate research. May be taken before or after MCB 1201 for students choosing both classes.

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

A. AIRF 2000 Air Force Studies IIA (#6549) [Revise course number, title, and description]
   *Current Catalog Copy*
   AIRF 2000. Air Force Studies IIA
   One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores.
   Air power from balloons through World War II; principles of war; development of communication skills.

   *Revised Catalog Copy*
AIRF 2000. Team and Leadership Fundamentals
One credit. One class period and a two-hour laboratory.
Foundation for teams and leadership on a personal level and within a team. The two-hour laboratory period is for cadets only.

B. AIRF 2200 Air Force Studies IIb (#6550) [Revise course number, title, and description]
   
   Current Catalog Copy
   AIRF 2200. Air Force Studies IIb
   One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores.
   Air power from Cold War into the 21st Century; development of military communication skills.

   Revised Catalog Copy
   AIRF 2200. Team and Leadership Fundamentals
   One credit. One class period and a two-hour laboratory.
   Team and leadership fundamentals to include listening, followership, problem solving and conflict management. The two-hour laboratory period is for cadets only.

C. AASI/AMST 3201 Introduction to Asian American Studies (#8296) [level change to 2000]
   
   Current Catalog Copy
   AASI 3201. Introduction to Asian American Studies
   (Also offered as AMST 3201.) Three credits. Prerequisite: Open to juniors or higher. Machida

   AMST 3201. Introduction to Asian American Studies
   (Also offered as AASI 3201.) Three credits. Prerequisite: Open to juniors or higher. Machida

   Revised Catalog Copy
   AASI 2201. Introduction to Asian American Studies
   (Also offered as AMST 2201.) Three credits.

   AMST 2201. Introduction to Asian American Studies
   (Also offered as AASI 2201.) Three credits.
D. HEJS 1103 Literature and Civilization of the Jewish People (#7872) [Revise title and description]

*Current Catalog Copy*
HEJS 1103. Literature and Civilization of the Jewish People
(Formerly offered as HEB and JUDS 1103.) Three credits. Taught in English. May not be used to meet the foreign language requirement. Miller
The major concepts, personalities and literary works of the Hebraic tradition from the Biblical and Talmudic periods to the present. CA 1. CA 4.

*Revised Catalog Copy*
HEJS 1103. Who Are the Jews? Jewish Identity through the Ages
Three credits. Taught in English. Miller
The major concepts, personalities and literary works that inform Jewish identity from the Biblical and Talmudic periods to the present. CA 1. CA 4.

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

A. PHYS 2502 Laboratory in Electricity, Magnetism, and Mechanics (#8999)

**IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 3 – Science and Technology, Lab:**

A. MCB 1200 Virus Hunter (#8176)

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

A. MCB 3842W Current Investigations in Cancer Cell Biology (#7031)

*Proposed Catalog Copy*
MCB 3842W. Current Investigations in Cancer Cell Biology
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; MCB 2000 or 2210 or 3010

B. MCB 3845W Microbial Diversity, Ecology and Evolution (#7032)

*Proposed Catalog Copy*
MCB 3845W. Microbial Diversity, Ecology and Evolution
Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; BIOL 1107. Recommended preparation: MCB 2610.
Readings from the scientific literature will provide a focus for investigating the mechanisms and strategies for the exchange of genetic information, as well as the impact of gene transfer on environmental adaptation and evolution.

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

A. MCB 3841W Research Literature in Molecular and Cell Biology (#6026) [Revise pre-reqs]

*Current Catalog Copy*

MCB 3841W. Research Literature in Molecular and Cell Biology
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open only with consent of instructor. Recommended preparation: one 2000-level course in MCB. With a change in content, may be repeated for credit.

Discussion of current research in molecular and cell biology.

*Revised Catalog Copy*

MCB 3841W. Research Literature in Molecular and Cell Biology
Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; MCB course prerequisites vary by section. Open only with consent of instructor. With a change in content, may be repeated for credit.

Discussion of current research in molecular and cell biology.

B. WGSS 3217W Women, Gender and Film (#5790) [Level change to 2000; add W version]

*Current Catalog Copy*

WGSS 3217. Women and Film
(Formerly offered as WS 3217.) Three credits. Prerequisite: Any 1000 or 2000-level WGSS course or instructor consent.

Feminist analysis of film. Investigates women’s roles as filmmakers, writers, editors, and actresses, as well as messages communicated to female viewers.

*Revised Catalog Copy*

WGSS 2217. Women, Gender and Film
(Formerly offered as WS 3217 and WGSS 3217.) Three credits. Examines intersectional identities of gender, race, and sexuality depicted in film through feminist analysis.

WGSS 2217W. Women, Gender and Film
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

VII. The University Interdisciplinary Courses Committee recommends revision of the following 3000- and 4000-level courses:

A. AIRF 3000-3200 Air Force Studies III (#6551) [Revise course title and description]

*Current Catalog Copy*

AIRF 3000-3200. Air Force Studies III
First semester: AIRF 3000. Second semester: AIRF 3200. Three credits each semester. One class period, and a 2-hour leadership seminar. Prerequisite: AIRF 1200 and 2200, or six weeks field
training; open only with consent of instructor. May not be taken concurrently with AIRF 4000–4200.
Management fundamentals, motivational processes, leadership, group dynamics, organizational power, managerial strategy. Development of communication skills.

Proposed Catalog Copy
AIRF 3000-3200. Leading People and Effective Communication
Fall semester: AIRF 3000. Spring semester: AIRF 3200. Three credits each semester. One class period and a two-hour laboratory. Prerequisite: AIRF 1200 and 2200, or six weeks field training; open only with the consent of instructor.
Advanced skills and knowledge in management and leadership. Special emphasis on enhancing leadership skills and communication.

B. AIRF 4000-4200 Air Force Studies IV (#6552) [Revise course title and description]
Current Catalog Copy
AIRF 4000-4200. Air Force Studies IV
First semester: AIRF 4000 Second semester: AIRF 4200. Three credits each semester. One class period, and a 2-hour leadership seminar. Prerequisite: AIRF 3000–3200; open only with consent of instructor.
May not be taken concurrently with AIRF 3000–3200. American civil-military relations, defense policy formulation, role of the professional officer, military justice system, Air Force Commands.

Revised Catalog Copy
AIRF 4000-4200. National Security Affairs/Preparation for Active Duty
Fall semester: AIRF 4000. Spring semester: AIRF 4200. Three credits each semester. One class period and a two-hour laboratory. Prerequisite: AIRF 3000–3200; open only with the consent of instructor.
Role of military officers in American society; sophisticated overview of the complex social and political issues facing the military profession.

Respectfully Submitted by the 18-19 Senate Curricula and Courses Committee: Pam Bedore (Chair), Ama Appiah (student rep), Michael Bradford, Daniel Burkey, John Chandy, Mark Brand, Michael Ego, Kate Fuller, Marc Hatfield, David Ouimette, Lauren Schlesselman (Ex-Officio), Eric Schultz, Gina Stuart

From the 11/7/18 meeting
A. Background: Global Affairs asked the Senate Executive Committee to charge the Scholastic Standards Committee with developing by-laws for Education Abroad that would regulate Education Abroad in a manner similar to the regulation of the Honors Program. The Scholastic Standards response was two-fold: the emendations and additions to the Senate By-Laws (below) and a set of by-laws (roughly based on those of the Honors Program) for internal use by Education Abroad that would insure academic review and approvals stemming from the Schools and Colleges and jurisdiction over security, finances, and institutional liability for Education Abroad. These internal by-laws are presented separately today by the Scholastic Standards Committee as developed and approved by that committee.

B. Current Relevant By-Laws

II.C.1.b.

Minimum Requirements for Undergraduate Degrees/Requirements in General/Residence Requirement

It is expected that advanced course work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through the University’s Study Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows: (deleted items in strikethrough; new language underlined).

By-Laws, Rules, and Regulations of the University Senate II.C.1.b and II.F.5

II.C.1.b

Minimum Requirements for Undergraduate Degrees/Requirements in General/Residence Requirement

It is expected that advanced course work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through the University’s Study Education Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.
II.F.5
5. Education Abroad

a. The Senate Committee on Scholastic Standards is authorized to conduct an Education Abroad Program and to delegate such authority as it may deem necessary to the Education Abroad Advisory Committee to administer this program. Changes in the Senate regulations required by the Education Abroad Advisory Committee shall be submitted to the Senate for action through the Committee on Scholastic Standards. For the current regulations governing the Education Abroad Advisory Committee, see the minutes of the University Senate.

b. The Education Abroad Advisory Committee shall report to the Senate annually through the Committee on Scholastic Standards on the progress of the Education Abroad Program.
UNIVERSITY OF CONNECTICUT  
Senate Committee for Scholastic Standards  

By-Laws of Education Abroad Advisory Committee

1. Purpose

The Education Abroad Advisory Committee (EAAC) is established as a requirement of the By-Laws, Rules, and Regulations of the University Senate [Section II-XXX], and its responsibilities are delegated by the Senate Committee on Scholastic Standards to provide direct oversight for the approval of credit-bearing Education Abroad courses and programs offered by the University. Members will act as an education abroad liaison with their school or college, or administrative unit. Further, the EAAC shall maintain By-Laws outlining the approval process for all University-sponsored student experiences abroad, including, but not limited to, credit-bearing programs and courses. The EAAC does not provide oversight for student organizations’ travels abroad.

The University’s schools and colleges are solely responsible for review and approval of all academic aspects of credit-bearing Education Abroad courses and programs. The responsibility and the prerogative of the EAAC is limited to determining the appropriateness of such courses and programs relative to the locations where they are proposed to be held with adequate considerations of time, affordability for students, safety and security, and other issues related to institutional liability.

The Senate Committee on Scholastic Standards authorizes the Vice President for Global Affairs to reject or postpone a course or program for financial, liability, and safety reasons.

2. Membership

a. The EAAC shall consist of the following members:

- Two faculty members from the College of Liberal Arts and Sciences appointed by the Dean in consultation with the Vice President for Global Affairs or his/her designee;
- One faculty member each from all other schools and colleges appointed by the Deans of such schools and colleges in consultation with the Vice President for Global Affairs or his/her designee;
- Dean of the Graduate School or his/her designee;
- Dean of Students or his/her designee;
- Director of the Honors Program

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1 This is to acknowledge that this By-Law is modeled after the University of California-Berkeley Study Abroad By-Laws of the Study Abroad Advisory Board (Version April 2, 2012).
b. The Chair of the EAAC shall be elected by the membership at its regular meeting in October. The chair has the term of two years, and is eligible for re-election to two consecutive terms.

3. Term of Membership
   a. The faculty member term of the EAAC is two years, renewable for one term with the consent of the Dean. The Director members are by the virtue of their professional appointment at the University.
   b. Faculty members who fail to participate in two consecutive regular meetings may be removed from the EAAC.

4. Meetings
   a. Regular

      The EAAC shall hold regular meetings four times each calendar year during the second week of February, April, October, and December. Such meetings will take place in person in Storrs. Regional campus members may participate via conference call.

   b. Special

      A special meeting of the EAAC may be called by the Chair, and/or the Director of Education Abroad. The call to a Special Meeting must be sent to all members of the EAAC at least five days prior to the meeting.

   c. Emergency

      An Emergency Meeting may be called by the Chair, and/or the Director of Education Abroad. The call to an Emergency Meeting must be communicated as soon as possible.

5. Quorum

   Half plus one voting members of the EAAC are required for a quorum.

6. Voting Requirements
Recommendation for enactment, amendment or repeal of the By-Laws to the Senate Committee for Scholastic Standards requires two-thirds vote of those present and voting or of those voting by electronic ballot.

Modification of processes and/or policies requires approval of a majority of those present and voting or of those voting by electronic ballot.

All other business requires a majority of votes cast.

Abstentions will not count in the calculation of the two-thirds vote required for approval of By-laws or the majority necessary to pass new process and/or policies, or modification of either.

All members of the EAAC (except ex-officio members) are voting members.

7. Electronic Ballot

An electronic ballot must be held on any issue, including modification of processes and policies, if a majority of the voting members present at a meeting of the EAAC so orders.

8. Prior Notice

a. Process/Policy Changes

The full text of proposed modification that is to be acted on at a meeting of the EAAC must be sent in electronic or paper form at least seven calendar days prior to the meeting.

b. Business Not Noticed

At a Regular Meeting, the Committee may take up any other business, except the changes noted in By-law above, whether or not noticed in the call to meeting. But if not so noticed, such business can be acted upon finally only after members present have consented so to act by two-thirds of the votes cast.

c. At a Special or Emergency Meeting, Business not noticed in the call to meeting can be taken up only after unanimous consent, and can be acted upon finally only after members present have consented so to act by two-thirds of the votes cast.

9. Student Participation

Students may attend meetings of the EAAC, but can participate in meetings of the EAAC by invitation only. A member of the EAAC shall recommend a student for participation on case-by-case basis. A Student does not participate in the voting process.
10. Program Approval Procedure

a. Scope

Education Abroad programs are academic programs in which students travel abroad for university-sponsored or university-related purposes to a foreign location. This includes undergraduate and graduate study, as well as clinical, practicum and internship programs of any duration. Program approval can include UConn custom programs, exchange programs, direct enroll partnerships and third-party providers.

b. Procedure

To ensure quality and alleviate potential duplication of resources or competition among programs, proposals for a new Education Abroad programming concept must adhere to the following process:

(1) Full-time faculty or departments conceiving a new Education Abroad programming concept must first discuss and secure preliminary approval to explore the concept with their Department Head and/or Dean, depending upon the applicable school/college governance structure.

(2) With Department Head/Dean approval to explore the concept, the proposer should discuss the concept with the Vice President for Global Affairs or his/her designee at the earliest possible stage of development.

(3) The Vice President for Global Affairs or his/her designee will conduct a baseline review with the proposer to explore the programming concept in terms of programmatic and logistical matters. This will include a review of whether the proposed program overlaps with existing programs and a preliminary assessment of risk, compliance and feasibility.

(4) Assuming the proposed Education Abroad programming concept is granted preliminary approval by the Vice President for Global Affairs or his/her designee, if the proposed program will include a location under a U.S. Department of State Travel Advisory Levels Three and Four or Level Two with specific travel to a location or area that is listed as “Reconsider Travel” or “Do Not Travel” within the country, the proposed programs must then receive approval under the Policy for Education Abroad and Related Activities in Sites with U.S. Department of State Travel Warning and Alert Countries, or any successor policy. See http://policy.uconn.edu/2015/07/23/policy-for-education-abroad-and-related-activities-in-sites-with-u-s-department-of-state-travel-warningtravel-alert.

(5) Once the programming concept receives preliminary approval by the Vice President for Global Affairs or his/her designee and is approved in accordance with the Policy for Education Abroad and Related Activities in...
Sites with U.S. Department of State Travel Warning/Travel Alert, if applicable, the proposer should prepare the Education Abroad Program Proposal for the EAAC (Appendices I and II). The proposal includes a letter of support from the Department Head (if applicable) or Dean, Department approval for the proposed course(s), course syllabi and the completed Program Proposal Form.

(6) Upon completion of the Education Abroad Program Proposal, the Office of Global Affairs, under the advice of EAAC, will conduct a review of program feasibility, financing, risk assessment and compliance with general University operations prior to implementation of the program by employing applicable standards as articulated by *Standards of Good Practice for Education Abroad* (Forum on Education Abroad, Current Edition), including a site visit as articulated in By-Law12.

(7) The overseas partners involved must meet the legal requirements of the State of Connecticut and the University.

(8) Education Abroad programs should not be announced or promoted to students until the Office of Global Affairs has granted final approval to proceed with the program and there is reasonable assurance that the required arrangements will be in place in time for the proposed program start date.

c. Authority of Final Approval

As part of Global Affairs’ review and vetting responsibilities, with the advice of EAAC, the Vice President of Global Affairs or his/her designee is responsible for confirming that each Education Abroad program:

1. is in compliance with the University’s *Policy for Education Abroad and Related Activities in Sites with U.S. Department of State Travel Warning/Travel Alert*;
2. has successfully completed an academic and programmatic review by the EAAC;
3. meets Global Affairs established standards; and
4. is in compliance with University contracting policies and procedures, including but not limited to those required by the applicable contract or purchasing agreement. A program may not be implemented without a completed contract or purchasing agreement.

11. Third-Party Providers

a. The University does not endorse any third-party providers of education abroad programs. However, some programs are mediated through a third-party provider with relationships to an academic institution. In such case, the assessment of the third-party provider shall be included in the review and approval process.
b. No committee, faculty or staff interaction with third party program providers shall include any solicitation of financial or other benefits to the University, or its personnel, in exchange for inclusion on an approved list, except in the case of a benefit to students.

12. Site Review

Once a proposal is provisionally approved by the Vice President of Global Affairs or his/her designee, a formal review (up to a site visit) may be necessary. This formal review or site visit will be conducted by the proposer or professional staff from Global Affairs. The detailed report from the site review shall address specific criteria outlined in the Site Visit Checklist (Appendix III). In cases where a proposer has intimate and current knowledge of the program, and is able to satisfactorily complete the Site Visit Checklist, a site review may not be required.

13. Approval

a. The EAAC shall review and discuss the proposal and report(s) from the site visit during the Regular Meeting.
b. Programs are approved by the majority votes cast, as outlined in the By-Law 6.
c. If a program receives EAAC approval for one location, a new proposal must be submitted to the EAAC for any new locations.

14. Evaluation of Approved Programs

All existing approved programs shall be evaluated. The evaluation process consists of:

a. Monitoring through student evaluations, student debriefings, and close contact between Education Abroad and program administration, in the United States and abroad;
b. Site review resulting in detailed report to ensure that provider is providing high quality service and facilities to students;
c. Periodic formal review, by a team comprising one or more faculty and professional staff, in predetermined cycles; and
d. Other formal review(s) on issues that arise during the evaluation process or a site visit.

15. Renewal of Approved Programs

The approval process shall include a provision for renewal as needed.
a. If required, appropriate updates to the approved list and respective programs shall be made to ensure that information provided to prospective students remains accurate and current.
b. Changes to approved courses are reviewed as needed by the academic department.
Proposal to revise the Senate By-Laws, Rules and Regulations on General Education

Background: The current language on General Education is 1) inappropriate in scope or in tone for the document; 2) has some unfortunate word choices; 3) needs to be updated to reflect current practice; and, 4) needs to be updated to incorporate proposed changes in policy, the elimination of Computer Competency, and the addition of Environmental Literacy.

Proposed Motion: The General Education Oversight Committee, the Senate Curricula and Courses Committee, with the assistance of the Senate Scholastic Standards Committee, propose that the following changes be made to the Senate By-Laws, Rules and Regulations II.C.2. In marked-up existing language, deletions are marked by strikethrough and additions are marked by underline. Marked-up old version is followed by a clean unmarked version, section by section. Footnotes in clean version provide information where there is a proposed change in policy.

Marked-up existing language:

2. General Education Curriculum

The General Education Curriculum provides academic breadth with a set of intellectually rigorous and challenging courses. Every undergraduate student in a baccalaureate degree program in the University, on all campuses, must complete the General Education Curriculum. The fulfillment of the General Education Curriculum comprises the 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, and Environmental Literacy.

Proposed new language:

2. General Education Curriculum

The General Education Curriculum provides academic breadth with a set of intellectually rigorous and challenging courses. Every undergraduate student in a baccalaureate degree program in the University, on all campuses, must complete the General Education
Curriculum. The General Education Curriculum comprises four content areas, four competencies, and Environmental Literacy.

Marked-up existing language:

a. **Content Areas**

Students must pass at least seven credits of coursework in each of four content areas: 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. Content Area courses may be counted toward the major.

Students must pass at least seven content area courses of at least three credits for a total of at least 21 credits. However, up to three credits of repeatable one-credit courses may be included in Content Areas One and Four.

The courses fulfilling the Content Areas One, Two, and Three requirements must be drawn from at least six different subjects as designated by the subject letter code (e.g., ANTH or WGSS). The courses within each of these content areas must be from two different subjects. 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 and Content Area Four (including Content Area Four International), repeatable one-credit 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 at least 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.

For all Content Areas, there can be multiple designations. An individual course may be approved for and count for one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4.

No more than six INTD credits may be used to complete the General Education Curriculum courses, whenever possible, should include elements of diversity.

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1 The GEOC approved elimination of the Computer Technology Competency on 30 March 2016, and the addition of Environmental Literacy on 5 February 2018.
Proposed new language:

a. **Content Areas**

Students must pass at least six credits of coursework in each of four content areas: Content Area One – Arts and Humanities; Content Area Two – Social Sciences; Content Area Three – Science and Technology; and, Content Area Four – Diversity and Multiculturalism. Content Area courses may be counted toward the major.

Students must pass at least seven content area courses of at least three credits for a total of at least 21 credits. However, up to three credits of repeatable one-credit courses may be included in Content Areas One and Four.

The courses fulfilling Content Areas One, Two, and Three must represent at least six different subjects as designated by subject code (e.g., ANTH or WGSS). The courses within each of these content areas must be from two different subjects. In Content Area Three, one of the courses must be a laboratory course of at least four credits. However, this laboratory requirement is waived for students who have passed a laboratory 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.

An individual course may be approved for and count for one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4. An EL course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4.

No more than six INTD credits may be used to complete the General Education Curriculum.

Marked-up existing language:

b. **Competencies**

The General Education Curriculum includes competencies in information literacy, quantitative skills, second language proficiency, and writing. The coursework required to demonstrate Information Literacy is established by each major field of study. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other than English. Writing competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

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. Environmental Literacy

Students must pass at least one course of at least three credits in Environmental Literacy. Environmental Literacy courses are designated for this purpose as E courses. Environmental Literacy courses may be counted towards the major.

Proposed new language:

b. Competencies

The General Education Curriculum includes competencies in information literacy, quantitative skills, second language proficiency, and writing. The coursework required to demonstrate Information Literacy is established by each major field of study. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other than English. Writing competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

c. Environmental Literacy

Students must pass at least one course of at least three credits in Environmental Literacy. Environmental Literacy courses are designated for this purpose as E courses. Environmental Literacy courses may be counted towards the major.

Marked-up existing language:

ed. Principles for the General Education Curriculum Courses

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

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2 Language concerning entrance and exit expectations has been eliminated.

3 Senate approved addition of Environmental Literacy component on February 5, 2018
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 (GEOC; see II.C.2.de, Oversight and Implementation).

Courses in Content Areas One, Two and Three may have only General Education courses as prerequisites and corequisites, excepting Honors courses for which Honors student status may be a prerequisite. Courses in Content Area Four, Environmental Literacy, and Writing Competency, may have prerequisites and corequisites that are not General Education courses.

Any academic unit may offer courses for any Content Area or Competency and for Environmental Literacy. Courses approved for the General Education Curriculum are approved for content areas or competencies in all Schools and Colleges.

A course may be approved to satisfy one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4. Students may use a course that has multiple Content Area designations to fulfill the Content Area requirements for which the course has been approved, if the regulations listed in II.C.2.a. Content Areas are met. An Environmental Literacy course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4. Courses at the 2000-level or above may combine Quantitative and Writing Competency designations. Courses with Quantitative and/or Writing Competency designations may also be approved for Content Areas and/or Environmental Literacy.

No academic unit may set enrollment bars or priorities for its 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 2000-+ level 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 2000-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 1000+ 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 2000+ level courses.

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

All students entering the University of Connecticut or changing School school or College college within the University beginning with the Fall semester 2005 are expected to complete the General Education curriculum of the academic year in which they enter the new School or College. Adjustments to coursework for the Second Language and Quantitative competencies can be made by designees of meet these General Education Requirements. Bearing in mind the principles outlined in this document, the Dean of the admitting School or College, as well as by the Academic Adjustments Committee, which will submit a report of such 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 that have been accredited by regional accreditation agencies (e.g., NEASC) are exempt from the General Education Requirements.

Proposed new language:

d. **Courses**

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

Courses in Content Areas One, Two and Three may have only General Education courses as prerequisites and corequisites, excepting Honors courses for which Honors student status may be a prerequisite. Courses in Content Area Four, Environmental Literacy, and Writing Competency, may have prerequisites and corequisites that are not General Education courses.

Any academic unit may offer courses for any Content Area or Competency and for Environmental Literacy. Courses approved for the General Education Curriculum are approved for content areas or competencies in all Schools and Colleges.

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4 Reflects recognized role that some Honors courses play in fulfilling the General Education curriculum of students in that program.

5 As proposed in the Environmental Literacy implementation motion.

6 Reflecting existing practice for W courses in the major.
A course may be approved to satisfy one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4. Students may use a course that has multiple Content Area designations to fulfill the Content Area requirements for which the course has been approved, if the regulations listed in II.C.2.a. Content Areas are met. An Environmental Literacy course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4. Courses at the 2000-level or above may combine Quantitative and Writing Competency designations. Courses with Quantitative and/or Writing Competency designations may also be approved for Content Areas and/or Environmental Literacy.

No academic unit may set enrollment bars or priorities for its 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 2000-level or above 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 2000-level or above Content Area 4 (Diversity and Multiculturalism) course that is not approved for an additional content area.

Students seeking an Additional Degree or Double Major must complete each degree’s/major’s Information Literacy and Writing competency coursework. If an individual course is approved for a competency in both degrees/majors, passing 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 are expected to complete the General Education curriculum of the academic year in which they enter the new School or College. Adjustments to coursework for the Second Language and Quantitative competencies can be made by designees of the Dean of the School or College, as well as by the Academic Adjustments Committee, which will submit a report of such substitutions by the end of the Spring semester each year.

Undergraduate students with Bachelor’s degrees from institutions that have been accredited by regional accreditation agencies (e.g. NEASC) are exempt from the General Education Requirements.

Marked-up existing language:

- 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

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7 New language that indicates more clearly the conditions under which a student may use multiple designations on the transcript.
8 As proposed in the Environmental Literacy implementation motion.
9 Spelling out existing practice.
10 Reference to the course numbers for which seats may be reserved has been changed to be more inclusive, which we believe was the intent when references to course numbers were changed to the current 4-digit system.
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. Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors or Associate Directors are GEOC subcommittee chairs, and are members of the University faculty, they shall retain voting rights in the GEOC. The GEOC will monitor the General Education curriculum. 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. The GEOC is a subcommittee of, and reports its actions to, the Senate Curricula and Courses Committee. The GEOC receives financial support for its activities from the Office of the Provost.

The GEOC is charged with:
proposing to the Senate goals and objectives of the Content Areas and Competencies;

proposing policy regarding the University-wide General Education program;

reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum;

reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed;

monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and,

reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

The Chair of the GEOC need not be a Senator. The Chair serves one three-year term and may not be re-appointed for a consecutive term. Responsibilities of the Chair in leadership of GEOC include management of GEOC meetings, coordination of all GEOC functions, communication with the University community about the General Education Curriculum, and recognizing and responding to the changing needs of the University with respect to the General Education Curriculum.

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, and Directors or Associate Directors of the First-Year Writing Program. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

Terms of a Voting member appointments to the GEOC are for shall be two years, except in the case of the student member who serves a one-year term. Any voting member who has served for 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-year terms may 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 for another consecutive term.

The GEOC appoints members to Content Area, Competency, and Environmental Literacy subcommittees. Subcommittees are chaired by voting members of the GEOC, and are representative of Schools and Colleges. Each subcommittee
ensures that the goals and objectives of their specific General Education component align with the University Academic Plan and reviews course proposals for consistency with these criteria.

GEOC approvals of changes to the General Education Curriculum are. 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 Curriculum Requirements.

Proposed new language:

   e. Oversight
The GEOC is a subcommittee of, and reports its actions to, the Senate Curricula and Courses Committee\(^{11}\). The GEOC receives financial support for its activities from the Office of the Provost.

The GEOC is charged with\(^{12}\):

- proposing to the Senate goals and objectives of the Content Areas and Competencies;
- proposing policy regarding the University-wide General Education program;
- reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less\(^{13}\), courses that are in the General Education Curriculum;
- reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed;
- monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria\(^{14}\); and,
- reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

The Chair of the GEOC need not be a Senator. The Chair serves one three-year term and may not be re-appointed for a consecutive term\(^{15}\). Responsibilities of the Chair in leadership of GEOC include management of GEOC meetings, coordination of all GEOC functions, communication with the University community about the General Education Curriculum, and recognizing and responding to the changing needs of the University with respect to the General Education Curriculum\(^{16}\).

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, and Directors or Associate Directors of the Quantitative and Writing Centers.
Directors of the First-Year Writing Program\textsuperscript{17}. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

Voting member appointments to the GEOC are for two years, except the student member who serves a one-year term. Any voting member who has served for two consecutive two-year terms may not be re-appointed for another consecutive term\textsuperscript{18}.

The GEOC appoints members to Content Area, Competency, and Environmental Literacy subcommittees. Subcommittees are chaired by voting members of the GEOC\textsuperscript{19}, and are representative of Schools and Colleges. Each subcommittee ensures that the goals and objectives of their specific General Education component align with the University Academic Plan and reviews course proposals for consistency with these criteria.

GEOC approvals of changes to the General Education Curriculum are submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

The Senate Budget Committee is charged with determining if sufficient resources are available to support the General Education Curriculum.

\textsuperscript{17} We propose the addition of First-Year Writing directors to the set of non-voting ex officio members of the GEOC
\textsuperscript{18} This permits a shorter hiatus than previous rules
\textsuperscript{19} This had not previously been made clear but has been the practice