UNIVERSITY SENATE MEETING AGENDA
February 4, 2019

A regular meeting of the University Senate will be held on
Monday, February 4, 2019 at 4:00 p.m.
in the ROME BALLROOM, Storrs Campus

The Agenda for this meeting is as follows:

1. Approval of Minutes of December 3, 2018
2. Report of the President
   Presented by President Susan Herbst
3. Report of the Senate Executive Committee
   Presented by SEC Chair Hedley Freake
4. Consent Agenda Items:
   Report of the Senate Nominating Committee
   Report of the Senate Curricula and Courses Committee
5. Report from the General Education Oversight Committee presented by Senator Eric Schultz
   • VOTE on a motion to amend the By-Laws, Rules and Regulations of the University
     Senate II.C.2 (General Education)
6. Report on Undergraduate Education and Instruction
   Presented by John Volin, Vice Provost for Academic Affairs
7. New Business

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair
Pam Bramble                      Karen Bresciano
Nancy Bull                       Gary English
Debra Kendall                    Veronica Makowsky
George McManus                   Jaci Van Heest
Justin Fang                      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.
1. We nominate Nancy Bull to chair the Senate University Budget Committee for spring 2019 (ending June 30, 2019)

Respectfully submitted,

Leslie Shor, Chair  Pam Bramble
Jack Clausen  Peter Gogarten
Gustavo Nanclares  Mei Wei
I. The Senate Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:

A. LLAS 2293 LLAS Foreign Study (#9563)
   Proposed Catalog Copy
   LLAS 2293. LLAS Foreign Study
   Credits and hours by arrangement. May be repeated for credit (to a maximum of 12).
   Prerequisite: Consent of the LLAS major advisor required before departure.
   Course work undertaken within approved Education Abroad programs, usually focusing on the history, culture, and society of a particular Latin American or Caribbean country or countries.

B. CE 2412 Geomatics Fields Methods (#10177)
   Proposed Catalog Copy
   CE 2412. Geomatics Field Methods
   Two credits. Prerequisite: CE 2411; Enrollment in the School of Engineering. Not open for credit to students who have passed CE 2410.
   Introduction to field-based data measurement applications in civil and environmental engineering; Provides first-hand experience using data collecting technologies (e.g., Total Station, data collector, GPS, automatic levels) and applying basic geomatics principles to determine the positions of geospatial features; Introduces use of CAD and GIS software to visualize geospatial data.

C. ECON 2120 Honors Core: Rights and Harms (#8657)
   Proposed Catalog Copy
   ECON 2120. Honors Core: Rights and Harms
   Three credits. Prerequisite or Corequisite: Any 1000-level course in Economics. Open to students in the Honors program; others by instructor permission.
   Basic concepts in the economics and philosophy of law as a framework for discussing controversial social issues. Topics may include intellectual property rights, eminent domain, freedom of speech, and "repugnant" transactions like the sale of human organs. CA 1.

D. EEB 2100E Global Change Ecology (#8196)
   Proposed Catalog Copy
   EEB 2100E. Global Change Ecology
   Three credits.
   Causes and ecological consequences of anthropogenic environmental change. Topics include ecological consequences of human modification of the earth, sea and air; biotic responses to environmental change; and sustaining future ecosystems functions. CA 3.

E. ENGL/AMST 2200 Literature and Culture of North America before 1800 (#7692)
   Proposed Catalog Copy
   AMST 2200. Literature and Culture of North America before 1800.
   (Also offered as ENGL 2200) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.
An examination of the early written and oral culture of the area that eventually became the United States. CA 1.

ENGL 2200. Literature and Culture of North America before 1800. (Also offered as AMST 2200) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. An examination of the early written and oral culture of the area that eventually became the United States. CA 1.

F. PHYS 1040Q Cosmic Origins of Life (#9339) – Approved by GEOC

**Proposed Catalog Copy**

PHYS 1040Q. Cosmic Origins of Life
Three credits.
Principles of physics and quantitative reasoning applied to astrobiology, the search for extraterrestrial life, and cosmic, stellar, and atmospheric conditions for habitability. A systems perspective on the impacts of human civilization on habitability.

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

A. AIRF 1000 Air Force Studies Ia (#6547) [Revise description and title]

**Current Catalog Copy**

AIRF 1000. Air Force Studies Ia
One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores.
Military customs and courtesies; leadership; Air Force mission; profession of arms; basics of flight.

**Revised Catalog Copy**

AIRF 1000. Heritage and Values of the United States Air Force
One credit. One class period and a two-hour laboratory.
Introduction to the United States Air Force with overview of the basic characteristics, missions, and organization of the Air Force. The two-hour laboratory period is for cadets only.

B. AIRF 1200 Air Force Studies Ib (#6548) [Revise description and title]

**Current Catalog Copy**

AIRF 1200. Air Force Studies Ib
One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores.
Organization, mission, and functions of Department of Defense and the military services. Emphasis is on the U.S. Air Force.

**Revised Catalog Copy**

AIRF 1200. Heritage and Values of the United States Air Force
One credit. Recommended Preparation: AIRF 1000. One class period and a two-hour laboratory.
History and evolution of the United States Air Force; overview of the Department of the Air Force, its major commands, and an introduction of the principles and tenets of US airpower during warfare. The two-hour laboratory period is for cadets only.
C. KINS 2227 Exercise Prescription (#9300) [Revise prereqs]

**Current Catalog Copy**

KINS 2227. Exercise Prescription. Three credits. Prerequisite: KINS 1100; open only to students in Kinesiology programs.

Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; special populations with chronic disease and health conditions such as diseases of cardiovascular, pulmonary, metabolic, and musculoskeletal systems as well as overweight and obesity.

**Revised Catalog Copy**

KINS 2227. Exercise Prescription. Three credits. Recommended Preparation: KINS 1100; Prerequisite: Open only to students in Kinesiology programs.

Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; special populations with chronic disease and health conditions such as diseases of cardiovascular, pulmonary, metabolic, and musculoskeletal systems as well as overweight and obesity.

D. WGSS 2250 Critical Approaches to Women's, Gender and Sexuality Studies (#9523) [Revise prereqs]

**Current Catalog Copy**

WGSS 2250. Critical Approaches to Women’s, Gender, and Sexuality Studies (Formerly offered as WS 2250 and WS 3250.) Three credits. Prerequisite or corequisite: WGSS 1105; open to sophomores or higher.

Theories, practice, and methodologies of the Women’s, Gender, and Sexualities Studies interdiscipline.

**Revised Catalog Copy**

WGSS 2250. Critical Approaches to Women’s, Gender, and Sexuality Studies (Formerly offered as WS 2250 and WS 3250.) Three credits. Prerequisite or corequisite: Any 1000 level WGSS course; open to sophomores or higher.

Theories, practice, and methodologies of the Women’s, Gender, and Sexuality Studies interdiscipline.

E. ECE 2001 Electric Circuits (#9711) [Revise prereqs]

**Current Catalog Copy**

ECE 2001. Electrical Circuits

Four credits. Three 1-hour lectures and one 2-hour laboratory. Prerequisite: MATH 2410Q and either PHYS 1402Q or 1502Q or 1230 or 1530, both of which may be taken concurrently. This course and ECE 2000 may not both be taken for credit.

Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports are required for each project.
**Proposed Catalog Copy**

ECE 2001. Electrical Circuits
Four credits. Three 1-hour lectures and one 2-hour laboratory. Prerequisite: MATH 2410Q or 2143Q and either PHYS 1402Q or 1502Q or 1602Q or 1230 or 1530, both of which may be taken concurrently. This course and ECE 2000 may not both be taken for credit.
Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports are required for each project.

F. ECON 2311 Empirical Methods in Economics I (#8745) [Revise title and catalog copy; add Q – Approved by GEOC]

*Current Catalog Copy*

ECON 2311. Empirical Methods in Economics I
Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: ECON 1200 or both ECON 1201 and 1202; and MATH 1071Q or 1110Q or 1131Q; and STAT 1000Q or 1100Q.
A course recommended for all students majoring in economics. Introduction to the empirical testing of economic theories. Student projects testing simple economic models.

*Proposed Catalog Copy*

ECON 2311Q. Econometrics I
Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q, or 2141Q; and STAT 1000Q or 1100Q.
Recommended for all students majoring in Economics. Introduction to the application of statistical methods for the estimation, testing, and prediction of economic relationships. Emphasizes ordinary least squares regression.

G. EEB 2208 Introduction to Conservation Biology (#8517) [Add CA3 and E – See also below]

*Current Catalog Copy*

EEB 2208. Introduction to Conservation Biology
Three credits.
Patterns of biodiversity and extinction; causes of extinction and population declines; ecological restoration; conservation planning; protection of ecosystem services; implementing conservation actions; conservation economics; conservation law; effects of global change.

*Proposed Catalog Copy*

EEB 2208E. Introduction to Conservation Biology
Three credits. Recommended preparation: BIOL 1102 or 1108.
Patterns of biodiversity and extinction; causes of extinction and population declines; ecological restoration; conservation planning; protection of ecosystem services; implementing conservation actions; conservation economics; conservation law; effects of global change. CA 3.

H. ENVE 2411 Introduction to Computer Aided Design (#10015) [Add cross-listing with CE 2411]

*Current Catalog Copy*

ENVE 2411. Introduction to Computer Aided Design
One credit. Prerequisite: Enrollment in the School of Engineering.
Introduction to computer-aided design and drawing, emphasizing applications in civil and environmental engineering and landscape design. Introduction to fundamental CAD concepts and techniques, such as drawing commands, dimensioning, layers, editing techniques, and plotting, and additional software packages to create planimetric and topographic maps. Related topics include scale, coordinate geometry, and terrain representation.

Proposed Catalog Copy
ENVE 2411. Introduction to Computer Aided Design
(Also offered as CE 2411.) One credit. Prerequisite: Enrollment in the School of Engineering. Introduction to computer-aided design and drawing, emphasizing applications in civil and environmental engineering and landscape design. Introduction to fundamental CAD concepts and techniques, such as drawing commands, dimensioning, layers, editing techniques, and plotting, and additional software packages to create planimetric and topographic maps. Related topics include scale, coordinate geometry, and terrain representation.

CE 2411. Introduction to Computer Aided Design
(Also offered as ENVE 2411.) One credit. Prerequisite: Enrollment in the School of Engineering. Introduction to computer-aided design and drawing, emphasizing applications in civil and environmental engineering and landscape design. Introduction to fundamental CAD concepts and techniques, such as drawing commands, dimensioning, layers, editing techniques, and plotting, and additional software packages to create planimetric and topographic maps. Related topics include scale, coordinate geometry, and terrain representation.

I. HIST 3412 Intellectual and Social History of Europe in the Twentieth Century (#8799) [Level, title, and description change, add CA1]*

Current Catalog Copy
HIST 3412. Intellectual and Social History of Europe in the Nineteenth Century
Three credits. Lansing
The thought and feeling of Europeans in their social context.

Proposed Catalog Copy
HIST 2412. From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe
Three credits.
An examination of nineteenth-century European thinkers and their ideas in their social contexts.
CA 1.

*Note: The W version of the course has not yet been approved and should be quarantined.

J. NRE 1000 Environmental Science (#9200) [Add E – See also below]

Current Catalog Copy
NRE 1000. Environmental Science.
Three credits.
An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands, soil and water conservation; pollution and water management; and wildlife and fisheries conservation.
CA 3.
Proposed Catalog Copy
NRE 1000E. Environmental Science.
Three credits.
An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands, soil and water conservation; pollution and water management; and wildlife and fisheries conservation. CA 3.

K. NRE 1235 Environmental Conservation (#8919) [Add E – See also below]

Current Catalog Copy
NRE 1235. Environmental Conservation
Three credits. Lecture and discussion.
Overview of the history of natural resource use and environmental conservation policy development from prehistoric to present times. Examination of the emergence of the 20th century conservation movement in North America and the transition to the environmental movement is used to highlight recurring environmental issue themes such as: private ownership vs. public trust doctrine; commercial trade in natural resources; development vs. protection; sustainability; and the role of society and governments in regulation. Through selected readings and case studies, students are challenged to begin development of their personal ethics regarding the development, conservation and protection of the environment. CA 1.

Proposed Catalog Copy
NRE 1235E. Environmental Conservation
Three credits. Lecture and discussion.
Overview of the history of natural resource use and environmental conservation policy development from prehistoric to present times. Examination of the emergence of the 20th century conservation movement in North America and the transition to the environmental movement is used to highlight recurring environmental issue themes such as: private ownership vs. public trust doctrine; commercial trade in natural resources; development vs. protection; sustainability; and the role of society and governments in regulation. Through selected readings and case studies, students are challenged to begin development of their personal ethics regarding the development, conservation and protection of the environment. CA 1.

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

A. ECON 2120 Honors Core: Rights and Harms (#8657) [CA1-D]
B. ENGL/AMST 2200 Literature and Culture of North America before 1800 (#7692) [CA1-B]
C. HIST 3412 Intellectual and Social History of Europe in the Twentieth Century (#8799) [CA1-C]

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

A. SPSS 1060 The Great American Lawn: History, Culture and Sustainability (#6267)
B. EEB 2100E Global Change Ecology (#8196)
C. EEB 2208E Introduction to Conservation Biology (#8517)

The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 4 – Diversity and Multiculturalism, non-International:

A. SOCI 2310 Introduction to Criminal Justice (#8939)
B. WGSS 2217/W Women, Gender and Film (#5790)

The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Environmental (E) Literacy:

A. EEB 2100E Global Change Ecology (#8196)
B. EEB 2208E Introduction to Conservation Biology (#8517)
C. NRE 1000E Environmental Science (#9200)
D. NRE 1235E Environmental Conservation (#8919)

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 3843W Research Literature in Comparative Genomics (#7030)
   
   Proposed Catalog Copy
   MCB 3843W. Research Literature in Comparative Genomics.
   Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; MCB 2400 or 2410; open only with consent of instructor. Not open for credit to students who have passed MCB 3841W when offered as “Comparative Genomics.”
   Current research in comparative genomics, which uses cross-species analyses to identify functional genome sequences. Primary research literature concerning the complex and dynamic nature of eukaryotic genomes. Emphasis on communicating scientific findings using experimental data.

B. SOWK 4100W Senior Seminar in Social Work (#8477)
   
   Proposed Catalog Copy
   Spring Semester. 4 credits. Prerequisite: Open only to Bachelor of Social Work students.
   Capstone course integrating and analyzing social work theory and practice through research, writing, and discussion of advanced texts.

C. NRE 3385W Fisheries Techniques (#8115)
Proposed Catalog Copy

NRE 3385W. Fisheries Techniques
Three credits. Two class periods and one three hour laboratory. Prerequisite: STAT 1000 or higher, ENGL 1010 or 1011 or 2011; open to juniors or higher Natural Resources majors, others by instructor consent.
Techniques used in fisheries science to manage and conserve wild populations of fishes (and select bivalves and crustaceans). Topics include sampling design, gear selection, gear bias, animal capture and handling, habitat measurement and characterization, population estimation, commonly used data analyses, and scientific report writing. Laboratory meetings are often held outside at local waterbodies. Course is designed as a pre-professional experience for students interested in fisheries careers, and counts towards individual certification requirements set by the American Fisheries Society.

D. POLS 3434/W Excavating the International in Everyday Practices (#8597)

Proposed Catalog Copy
POLS 3434. Honors Core: Excavating the International in Everyday Practices
Three credits. Recommended Preparation: POLS 1402.
Examination of daily international practices utilizing an everyday objects lens, with attention to ethical implications for activism, change, and social justice.
POLS 3434W. Honors Core: Excavating the International in Everyday Practices
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Recommended Preparation: POLS 1402.

IX. 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. MKTG 4997W Senior Thesis in Marketing (#8698) [Revise prereqs]

Current Catalog Copy
MKTG 4997W. Senior Thesis in Marketing
Three credits. Hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011; open only to Marketing Department Honor students with consent of the thesis advisor and the Marketing Department honors advisor; open to juniors or higher.

Revised Catalog Copy
MKTG 4997W. Senior Thesis in Marketing Three credits. Hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011; MKTG 3208, 3260; open only to Marketing Department Honors students with consent of the thesis advisor and the Marketing Department honors advisor; open to juniors or higher.

X. The University Interdisciplinary Courses Committee recommends addition of the following 3000- and 4000-level course:

A. UNIV 3080 SSS Peer Mentor Leadership Development Course (#6389)

Proposed Catalog Copy
UNIV 3080. Peer Mentor Leadership Development Course (Supervised Field Study)
Three credits. Instructor consent, open to sophomores or higher. May be repeated once. Focus on personal growth and leadership development to foster empowerment of self and others through peer mentoring. Students will explore social, cultural, personal, and academic issues that affect first-year students, in particular first-generation college students from underrepresented populations. Some topics covered are empathy, MBTI, effective communications, the transition to college, growth mindset, cultural diversity, and self-awareness.

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

A. DRAM 2134 Honors Core: Analyzing Sport as Performance (No ID) [CA1]

XII. For the information of the University Senate, the Senate Curricula and Courses Committee approved the following Special Topics course for one offering in the Winter Intensive Session:

A. UNIV 3995 Special Topics: Healthcare Internship with Atlantis Project – Portugal (#9099)

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, Kate Fuller, Marc Hatfield, David Ouimette, Lauren Schlesselman (Ex-Officio), Eric Schultz, Gina Stuart

From the 12/5/18 and 1/23/19 meetings
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 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 one course 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 represent courses 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 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 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 or 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 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 prerequisite⁴. Courses in Content Area Four, Environmental Literacy⁵, and Writing Competency⁶, 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\(^7\). An Environmental Literacy course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4\(^8\). 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\(^9\).

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\(^10\) 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\(^10\) 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:**

\(\text{deg.} \)  

*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 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\textsuperscript{11}. The GEOC receives financial support for its activities from the Office of the Provost.

The GEOC is charged with\textsuperscript{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\textsuperscript{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\textsuperscript{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\textsuperscript{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\textsuperscript{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

\begin{itemize}
\item Previous language implied that only proposals for new General Education courses were passed from GEOC to the Senate Curricula and Courses Committee
\item An item that has been deleted from this list refers to ‘determining the resources necessary to deliver the General Education Curriculum’, which we felt was outside of GEOC’s expertise and was duplicative of the role of the Senate Budget Committee, as referred to at the end of the document.
\item Previous language implied that only proposals for new General Education courses were reviewed by GEOC
\item GEOC suggests that recommending removal of courses that no longer align with General Education guidelines would be an appropriate duty
\item The previous rules were clear on term limits but not clear on whether only one term is permissible
\item This is a more expansive and accurate description of the GEOC Chair’s responsibilities
\end{itemize}
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