UNIVERSITY SENATE MEETING AGENDA
April 8, 2019

A regular meeting of the University Senate will be held on
Monday, April 8, 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 March 4, 2019
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 Item:
   Report of the Senate Curricula and Courses Committee
5. Report of the Senate Nominating Committee presented by Senator Gustavo Nanclares
   PRESENTATION of 2019/2020 standing committee membership slate
6. Report from the Scholastic Standards Committee presented by Senator Veronica Makowsky
   a. VOTE 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)
   b. PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the
      University Senate II.E.10 (Examinations and Assessments)
7. Annual Report on Research
   Presented by Radenka Maric, Vice President for Research
8. Report of the Vice President of Student Affairs
   Presented by Michael Gilbert, Vice President for Student Affairs
9. New Business

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair
Pam Bramble
Nancy Bull
Debra Kendall
George McManus
Justin Fang
Karen Bresciano
Gary English
Veronica Makowsky
Jaci Van Heest
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. AMST/HEJS/CLCS 2204 Jewish Culture in American Film (#7892) [New CA1-A, CA4]

Proposed Catalog Copy

AMST 2204. Jewish Culture in American Film
(Also offered as CLCS 2204 and HEJS 2204) Three credits.

CLCS 2204. Jewish Culture in American Film
(Also offered as AMST 2204 and HEJS 2204) Three credits.

HEJS 2204. Jewish Culture in American Film
(Also offered as AMST 2204 and CLCS 2204) Three credits.

B. DMD 1001 Foundations in Digital Media and Design I (#9364)

Proposed Catalog Copy

DMD 1001. Foundations in Digital Media and Design I
Three credits. Two 1.5-hour sessions per week. Open to Digital Media and Design majors only; others by instructor consent. Not open for credit to students who have passed DMD 1000. Creative problem solving; empathy, ideation, prototyping, and testing as means to innovate discovery in diverse fields.

C. DMD 2810 Digital Cinematography I (#11538)

Proposed Catalog Copy

DMD 2810. Digital Cinematography I
Three credits. Two 2.5-hour studio sessions. Prerequisite: DMD 2210. Open to BFA Digital Media and Design majors only; others by instructor consent. Introduction to the fundamentals of cinematography in the digital realm, including both technical knowledge and aesthetics. Emphasis on camera angles, movements, composition, and lighting to enhance storytelling.

D. HIST 1450 Global History of the Second World War (#10497) [New CA1-C, CA4-Int]

Proposed Catalog Copy

HIST 1450. Global History of the Second World War
Three credits.
A study of the origins, development, and legacy of World War II from a global perspective. CA 1. CA 4-INT.
E. MCB 2215 Honors Cell Biology (#9564)

*Proposed Catalog Copy*

MCB 2215 Honors Cell Biology
Three credits. Prerequisite: BIOL 1107. Not open to students who have passed MCB 2210. Overview of eukaryotic cell biology for Honors students. Emphasizes primary research literature and in-class discussion.

F. MGMT 2234 & BADM 2234 The Entrepreneurial Journey (#11781)

*Proposed Catalog Copy*

MGMT 2234. The Entrepreneurial Journey
Three credits. Open to any business major. Not open to students who have passed or are currently taking BADM 2234 or MGMT/BADM 3234. This introductory, interdisciplinary course nurtures interest and enthusiasm for entrepreneurship, raises awareness on the topic of entrepreneurship along with its benefits and risks, builds basic capabilities in assessing entrepreneurial opportunities, and helps students assess whether entrepreneurship might be part of their academics/career.

BADM 2234. The Entrepreneurial Journey
Three credits. Open to any non-business major. Not open to students who have passed or are currently taking MGMT 2234 or MGMT/BADM 3234. This introductory, interdisciplinary course nurtures interest and enthusiasm for entrepreneurship, raises awareness on the topic of entrepreneurship along with its benefits and risks, builds basic capabilities in assessing entrepreneurial opportunities, and helps students assess whether entrepreneurship might be part of their academics/career.

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

A. ARE 1110 Population, Food, and the Environment (#10617) [Existing CA2, adding E]

*Current Catalog Copy*

ARE 1110. Population, Food, and the Environment
Three credits.
The role of agriculture in the growth and development of societies throughout the world. Economic, social, and environmental problems of food production and resource needs in the developing and the advanced societies. CA 2.

*Revised Catalog Copy*

ARE 1110E. Population, Food, and the Environment
Three credits.
The role of agriculture in the growth and development of societies throughout the world. Economic, social, and environmental problems of food production and resource needs in the developing and the advanced societies. CA 2.

B. ENVE 1000 Environmental Sustainability (#10053) [Add E]

*Current Catalog Copy*

ENVE 1000. Environmental Sustainability
Three credits.
Detailed examination of anthropogenic impacts on the environment, resulting from the need for energy, food and shelter. Subtopics in the broad areas of energy, food, shelter, waste, water, sustainable development will be grounded with case studies of UConn activities/programs in sustainability. Overarching and linking each topic is the impact of population and water resources with a focus on environmental literacy. Resolution of scientific/technological, public policy and economic aspects of environmental sustainability issues will be explored, including strategies for success, and possible pitfalls, in achieving environmental sustainability in the subtopic areas. CA 2.

Revised Catalog Copy
ENVE 1000E. Environmental Sustainability
Three credits.
Detailed examination of anthropogenic impacts on the environment, resulting from the need for energy, food and shelter. Subtopics in the broad areas of energy, food, shelter, waste, water, sustainable development will be grounded with case studies of UConn activities/programs in sustainability. Overarching and linking each topic is the impact of population and water resources with a focus on environmental literacy. Resolution of scientific/technological, public policy and economic aspects of environmental sustainability issues will be explored, including strategies for success, and possible pitfalls, in achieving environmental sustainability in the subtopic areas. CA 2.

C. ENVE/CE 2310 Environmental Engineering Fundamentals (#10016) [Revise pre-/coreqs; add E]

Current Catalog Copy
ENVE 2310. Environmental Engineering Fundamentals
(Also offered as CE 2310.) Three credits. Prerequisites: CHEM 1128Q or 1148Q.

CE 2310. Environmental Engineering Fundamentals
(Also offered as ENVE 2310.) Three credits. Prerequisites: CHEM 1128Q or 1148Q.

Revised Catalog Copy
ENVE 2310E. Environmental Engineering Fundamentals
(Also offered as CE 2310E.) Three credits. Prerequisites or corequisites: CHEM 1128Q or 1148Q.
CE 2310E. Environmental Engineering Fundamentals
(Also offered as ENVE 2310E.) Three credits. Prerequisites or corequisites: CHEM 1128Q or 1148Q.

D. HIST 1801 History of Asia in the World to 1500 (#9504) [Revise description; add CA1 & CA4-Int]
Current Catalog Copy
HIST 1801. History of Asia in the World to 1500
Three credits.
Development and spread of the Indic and Sinitic civilizations, to 1500, with attention to cross-cultural contacts.

Revised Catalog Copy
HIST 1801. History of Asia in the World to 1500
Three credits.
Development and spread of the Indic and Sinitic civilizations to 1500, with attention to cross-cultural contacts and sources of historical knowledge. CA 1. CA 4-INT.

E. NURS 1130 Health Care Delivery System (#11744) [Revise description]
Current Catalog Copy
NURS 1130. Health Care Delivery System
Three credits.
An historical and contemporary exploration of the American health care delivery system: its evolution and development, legal and regulatory perspectives, roles of all providers and finances. A comparison with socialized health care will be made.

Revised Catalog Copy
NURS 1130. Health Care Delivery System
Three credits.
An exploration of the U.S. health care system, including its history and evolution and the challenges associated with balancing the competing interests of different facets of health care quality, i.e., safe, timely, effective, efficient, equitable, and patient-centered.

F. PHAR 1001 Toxic Chemicals and Health (#8989) [Existing CA3, adding E]
Current Catalog Copy
PHAR 1001. Toxic Chemicals and Health
Three credits.
An elementary service course which will provide an understanding of the issues and problems associated with evaluating human health risks from voluntary and involuntary exposure to toxic chemicals. An appreciation of toxic chemical risks as compared to other societal health risks, the processes of scientific risk assessment, and social management of toxic chemical risks will be gained. CA 3.
Revised Catalog Copy
PHAR 1001E. Toxic Chemicals and Health
Three credits.
Human and environmental health issues and problems associated with voluntary and involuntary exposure to toxic chemicals. Toxic chemical risks as compared to other societal health risks, the processes of scientific risk assessment, how environmental and human exposure to toxic chemicals are interdependent, and the social and environmental management of toxic chemical risks. CA 3.

G. PHYS 1040Q Cosmic Origins of Life (#9339) [Add CA3 and E]

Current 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.

Revised Catalog Copy
PHYS 1040QE. 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. CA 3.

H. PHYS 1230 General Physics Problems (#10640) [Revise credit restrictions and description]

Current Catalog Copy
PHYS 1230. General Physics Problems
Three credits. Prerequisite: PHYS 1202Q and MATH 1132Q, both of which may be taken concurrently. Not open for credit to students who have passed PHYS 1501Q or 1601Q. Problems, emphasizing applications of calculus, dealing with topics in general physics. Intended for those students who have taken or are taking PHYS 1202Q and who desire to have a calculus-based physics sequence equivalent to PHYS 1401Q–1402Q.

Revised Catalog Copy
PHYS 1230. General Physics Problems
Three credits. Prerequisite: PHYS 1202Q and MATH 1132Q, both of which may be taken concurrently. Not open for credit to students who have passed PHYS 1401Q, 1501Q or 1601Q. Problems, emphasizing applications of calculus, dealing with topics in general physics. Intended for those students who have taken or are taking PHYS 1202Q and who desire to have a calculus-based physics sequence equivalent to PHYS 1401Q–1402Q or PHYS 1501Q-1502Q.

I. SLHS 2203 Anatomy and Physiology of Speech and Hearing (#11177) [Revise title and description]

Current Catalog Copy
SLHS 2203. Anatomy and Physiology of Speech and Hearing
Three credits. Prerequisite: Open to sophomores or higher.
Anatomical, neurological and physiological principles fundamental to the understanding of speech and hearing.

Revised Catalog Copy
SLHS 2203. Anatomy and Physiology of Speech, Hearing, and Swallowing
Three credits. Prerequisite: Open to sophomores or higher.
Anatomical, neurological and physiological principles fundamental to the understanding of speech, hearing, and swallowing.

J. SPSS 2500 Principles and Concepts of Agroecology (#10877) [Revise description, add E]
Current Catalog Copy
SPSS 2500. Principles and Concepts of Agroecology
(Formerly offered as PLSC 2500.) Three credits. Recommended preparation: introductory course in plant biology or environmental science. Guillard

Revised Catalog Copy
SPSS 2500E. Principles and Concepts of Agroecology
Three credits. Recommended preparation: introductory course in plant biology, plant ecology, or environmental science. Taught with SAPL 500. Not open for credit to students who have passed PLSC 3995 when offered as “Agroecology.”
Application of ecological processes to modern agricultural production practices. Soil quality and maintenance of soil health and productivity. Ecological management of soils, crops, and livestock systems. Sustainability and enhancement of ecological services within agroecosystems.

K. SPSS 3100 Golf Course Management (#9241) [Level change to 2000; credit restriction revision]
Current Catalog Copy
SPSS 3100. Golf Course Management
Three credits. Taught with SAPL 210. Not open for credit to graduate students. Rackliffe.
Cultural management techniques including soil aeration, topdressing, mowing, thatch removal, grass or species selection, fertilization, irrigation and management of personnel, pests, equipment and inventory. Field trips required.

Revised Catalog Copy
SPSS 2210. Golf Course Management
Cultural management techniques including soil aeration, topdressing, mowing, thatch removal, grass or species selection, fertilization, irrigation and management of personnel, pests, equipment and inventory. Field trips required.

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

A. NURS 1110 Introduction to Health and the Discipline of Nursing (#11768)
B. PHYS 1530 General Physics Problems for Engineers (#10641)
IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the ADDITION of the following 3000- or 4000-level courses to the General Education curriculum:

A. HIST/CAMS 3326 Ancient Rome: Emperors & Barbarians (#9977) [New CA1-C]

*Proposed Catalog Copy*

CAMS 3326. Ancient Rome: Emperors and Barbarians
(Also offered as HIST 3326) Three credits.
The Roman Empire, from its beginnings until its transformation (or "fall") under the "barbarian" invasions, and its influence on later history. CA 1.

HIST 3326. Ancient Rome: Emperors and Barbarians
(Also offered as CAMS 3326) Three credits.
The Roman Empire, from its beginnings until its transformation (or "fall") under the "barbarian" invasions, and its influence on later history. CA 1.

B. MUSI 3407W History of Jazz (#9161) [New for CA1-A, CA4, & W]

*Proposed Catalog Copy*

MUSI 3407W. History of Jazz
Three credits. Prerequisite: ENGL 1010 or ENGL 1011 or ENGL 2011; open to juniors or higher, or with consent of instructor.
Introduction to the historical, cultural, and musical contexts of jazz as an American art form and global practice. CA 1. CA 4.

C. POLS/WGSS 3027/W Historical Women Political Thinkers (#9893) [New W]

*Proposed Catalog Copy*

POLS 3027. Historical Women Political Thinkers
(also offered as WGSS 3027) Three Credits. Open to juniors or higher. Recommended Preparation: POLS 1002. Not open to students who have passed POLS 2998W when offered as “Historical Women Political Thinkers.”
Critical study of the writings of several historical women political thinkers.

POLS 3027W. Historical Women Political Thinkers
(also offered as WGSS 3027W) Three Credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher. Recommended Preparation: POLS 1002. Not open to students who have passed POLS 2998W when offered as “Historical Women Political Thinkers.”

WGSS 3027. Historical Women Political Thinkers
(also offered as POLS 3027) Three Credits. Open to juniors or higher. Recommended Preparation: POLS 1002. Not open to students who have passed POLS 2998W when offered as “Historical Women Political Thinkers.”

WGSS 3027W. Historical Women Political Thinkers
(also offered as POLS 3027W) Three Credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher. Recommended Preparation: POLS 1002. Not open to students who have passed POLS 2998W when offered as “Historical Women Political Thinkers.”
D. POLS 3030/W Settler Colonialism/Indigenous Thought and Practice (#9892) [New W]

Proposed Catalog Copy
POLS 3030. Settler Colonialism/Indigenous Thought and Practice
Three Credits. Prerequisite: Open to juniors or higher. Recommended Preparation: POLS 1002.
Not open to students who have passed POLS 2998W when offered as “Settler Colonialism/Indigenous Thought and Practice.”
Exploration of political theoretical works engaging settler colonialism, and historic and contemporary American indigenous thought and practice.

POLS 3030W. Settler Colonialism/Indigenous Thought and Practice
Three Credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher. Recommended Preparation: POLS 1002. Not open to students who have passed POLS 2998W when offered as “Settler Colonialism/Indigenous Thought and Practice.”

V. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend REVISION the following 3000- or 4000-level existing courses within or into the General Education curriculum:

A. AASI/HIST 3820 History of Modern Chinese Political Thought (#9587) [Revise description; Adding CA1 & CA4]

Current Catalog Copy
AASI 3820. History of Modern Chinese Political Thought
(Also offered as HIST 3820.) Three credits.
Survey of Chinese political ideas and ideologies since the nineteenth century.

HIST 3820. History of Modern Chinese Political Thought
(Also offered as AASI 3820.) Three credits.
Survey of Chinese political ideas and ideologies since the nineteenth century.

Revised Catalog Copy
AAAS 3820. History of Modern Chinese Political Thought
(Also taught as HIST 3820) Three credits.
Survey of Chinese political ideas and ideologies since the nineteenth century, examining the influences of Confucianism and Western conceptions on the revolutionary changes in political thought in China over the last 100 years, including Marxism, liberalism, anarchism, authoritarianism, and democracy. CA 1. CA 4-INT.

HIST 3820. History of Modern Chinese Political Thought
(Also taught as AAAS 3820) Three credits.
Survey of Chinese political ideas and ideologies since the nineteenth century, examining the influences of Confucianism and Western conceptions on the revolutionary changes in political thought in China over the last 100 years, including Marxism, liberalism, anarchism, authoritarianism, and democracy. CA 1. CA 4-INT.

B. DRAM 3130 Women in Theatre (#3372) [Revise title, description, restrictions]

Current Catalog Copy
DRAM 3130. Women in Theatre
Three credits.
A study of theatre examining the changing depiction of women in drama and the increasing participation of women in all areas of theatrical activity. Women’s advancement in western and oriental theatre will be surveyed as a background for focusing on plays written in the 20th century. CA 4.

Revised Catalog Copy
DRAM 3130. Women in Theatre: Gender Identity and Expression on the Stage
Three credits. Open to sophomores and above.
A critical study of women’s participation in the art of theatre, with particular attention to theatre as a tool for exploring gender identity and expression. Focus on plays and performances, primarily from the 20th- and 21st-century United States, analyzing how evolving feminist concerns are reflected in women’s theatrical work and how changing concepts of gender and other intersectional identities are embodied on the stage. CA 4.

C. ENGL 3122 Irish Literature in English since 1939 (#8598) [Add a W section to an existing non-W CA4-INT course]
Current Catalog Copy
ENGL 3122. Irish Literature in English since 1939
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.
Fiction, drama, and poetry by such writers as Beckett, O’Brien, Friel, Heaney, Doyle, Carr, McCabe, Tóibín, and McDonagh. CA 4-INT.

Revised Catalog Copy
ENGL 3122. Irish Literature in English since 1939
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.
Fiction, drama, and poetry by such writers as Beckett, O’Brien, Friel, Heaney, Doyle, Carr, McCabe, Tóibín, and McDonagh. CA 4-INT.
ENGL 3122W. Irish Literature in English since 1939
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4-INT.

D. ENGL 3240 American Nature Writing (#8460) [Add E]
Current Catalog Copy
ENGL 3240. American Nature Writing
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.
Study of writings, from the colonial era to the modern, reflecting diverse ways of imagining humanity’s relation to the natural environment.

Revised Catalog Copy
ENGL 3240E. American Nature Writing
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.
Study of writings, from the colonial era to the modern, reflecting diverse ways of imagining humanity’s relation to the natural environment.

E. HIST/AASI 3554 Immigrants and the Shaping of U.S. History (#9566) [Add CA1 & CA4]
Current Catalog Copy
HIST 3554. Immigrants and the Shaping of American History
(Also offered as AASI 3554.) Three credits. Recommended preparation: one course in American History.
The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.”

AASI 3554. Immigrants and the Shaping of American History
(Also offered as HIST 3554.) Three credits. Recommended preparation: one course in American History.
The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.”

Revised Catalog Copy
HIST 3554. Immigrants and the Shaping of American History
(Also offered as AAAS 3554.) Three credits. Recommended preparation: one course in American History.
The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.” CA 1. CA 4.

AAAS 3554. Immigrants and the Shaping of American History
(Also offered as HIST 3554.) Three credits. Recommended preparation: one course in American History.
The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.” CA 1. CA 4.

F. HIST/AASI 3822 Modern China (#9543) [Add CA1 & CA4-Int]

Current Catalog Copy
HIST 3822. Modern China
(Also offered as AASI 3822.) Three credits.
Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth.

AASI 3822. Modern China
(Also offered as HIST 3822.) Three credits.
Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth.

Revised Catalog Copy
HIST 3822. Modern China
(Also offered as AAAS 3822.) Three credits.
Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth. CA 1. CA 4-INT.

AAAS 3822. Modern China
(Also offered as HIST 3822.) Three credits.
Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth. CA 1. CA 4-INT.

G. MATH 3710 Mathematical Modeling (#8537) [Add W version; revise catalog copy]

Current Catalog Copy
MATH 3710. Introduction to Mathematical Modeling
Three credits. Prerequisite: MATH 2144Q or 2420Q; or MATH 2210 and 2410Q. Not open for credit to students who have passed MATH 5530 or 5540, CHEM 305, or PHYS 5350. Construction of mathematical models in the social, physical, life and management sciences. Linear programming, simplex algorithm, duality. Graphical and probabilistic modeling. Stochastic processes, Markov chains and matrices. Basic differential equations and modeling.

Revised Catalog Copy
MATH 3710. Introduction to Mathematical Modeling
Three credits. Prerequisite: MATH 2144Q or 2420Q; or MATH 2210Q and 2410Q. Theoretical and numerical analysis, using concepts from calculus, differential equations, linear algebra and discrete mathematics, applied to derive and analyze various mathematical models used in other disciplines.

MATH 3710W. Introduction to Mathematical Modeling
Three credits. Prerequisite: MATH 2144Q, or 2420Q; or MATH 2210Q and 2410Q; and ENGL 1010 or 1011 or 2011. Open only to mathematics majors.

VI. For the info of the University Senate, the Senate Curricula and Courses Committee approved the revision of the following graduate level course(s) to S/U-Grading:

A. BADM 6201 Introduction to Research and Teaching (#11058) [Revise grading to S/U]

Current Catalog Copy
BADM 6201. Introduction to Research and Teaching
One credit. Prerequisite: Open only to Ph.D. students in the School of Business. Introduces students to important dimensions of an academic career. The role and importance of research and teaching is stressed with emphasis on philosophy of science, as well as appreciation of research in other business administration areas of concentration. Teaching methods and values in higher education are covered. Guest speakers discuss research in their areas. Practical aids such as how to write a research proposal and how to manage a dissertation are covered.

Revised Catalog Copy
BADM 6201. Introduction to Research and Teaching
One credit. Prerequisite: Open only to Ph.D. students in the School of Business. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Introduces students to important dimensions of an academic career. The role and importance of research and teaching is stressed with emphasis on philosophy of science, as well as appreciation of research in other business administration areas of concentration. Teaching methods and values in higher education are covered. Guest speakers discuss research in their areas. Practical aids such as how to write a research proposal and how to manage a dissertation are covered.

VII. For the info of the University Senate, the Senate Curricula and Courses Committee approved the addition of the following new graduate level S/U-Graded course(s):
A. POLS 5630 Prospectus and Dissertation Writing Seminar (#10978)

Proposed Catalog Copy

POLS 5630. Prospectus and Dissertation Writing Seminar

Variable credits (1-3 credits). May be repeated to a total of ten credits.

Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Writing workshop facilitates prospectus and dissertation writing.

VIII. For the information of the University Senate, the Chair of the Senate Curricula and Courses Committee approved the following Special Topics course for one offering:

A. UNIV 1985 Special Topics: Hartford City (#11138)

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, Sai Vietla (Student Rep)

From the 3/6/19 and 3/27/19 meetings
University Budget
*Polifroni, Carol – CHAIR
*Bansal, Rajeev
*Bull, Nancy
*McCUTCheon, Jeffrey
*Park Boush, Lisa
*White, Michael
Blanchard, Lloyd
Brightly, Angela
Jones, Michael
Slingluff, Lauren
Graf, Joerg
Mannheim, Philip
Marsden, James
Morrell, Michael
Sanchez, Lisa
Stolzenberg, Daniel
Verardi, Paulo

Curricula & Courses
*Bedore, Pam – CHAIR (fall 19)
*Schultz, Eric – CHAIR (sp 20)
*Chandy, John
*Terni, Jennifer
*Wagner, Manuela
Brand, Mark
Casa, Tutita
Fuller, Kate
Hatfield, Marc
Knecht, David
McKenzie, Matt
Ouimette, David
Schlesselman, Lauren
Stuart, Gina
Rusch, Sharyn

Faculty Standards
*Britner, Preston – CHAIR
*Asencio, Marysol
*Beall, JC
*Burkey, Dan
*Dyson, Stephen
*Fischl, Michael
*Gould, Phillip
*Holle, Lisa
*Magley, Vicki
*Pescatello, Linda
*Philbrick, Paula
*Segerson, Kathy
*Siegle, Del
*Wilson, Cristina
*Woulfin, Sarah
Blanchard, Lloyd
Gordon, Lewis
Jockusch, Elizabeth
Punj, Girish
Nukavarpu, Syam
Rosenberg, Martina

Enrollment
*Nanclares, Gustavo - CHAIR
*Deans, Tom
*Green, Preston
*Govoni, Kristen
*Rios, Diana
*Van Heest, Jaci
*Wilson, Christine
Borden, Tracie
Diggle, Pam
Gorbants, Eva
Granger Vern
Ndiaye, Mansour
Quasnitschka, Nella
Rockwood, Brian
Ulloa, Susana

Diversity
*Howell, Amy - CHAIR
*Anagnostopoulos, Dorothea
*Barrett, Edith
*Boylan, Alexis
*Ceglio, Clarissa
*Kane, Brendan
*Lilo-Martin, Diane
*McElya, Micki
*Rola, Angela
*Rubega, Margaret
*Wilder, Dana
Bushmich, Sandra
Cobb, Casey
Fairfield, Alice
Pane, Lisa
Price, Willena
Rivera, Christina
Silva, Aida
Tian, Cindy
Tzingounis, Anastasios
Ulloa, Susana
### Growth & Development
- Barnes-Farrell, Janet - CHAIR
- Accorsi, Mike
- Anwar, A
- Chen, Ming-Hui
- Bird, Robert
- Borden, Tracie
- Christensen, Benjamin
- Cowan, Susan
- Jain, Faquir
- Kivenzor, Greg
- McBride, Jessica
- McCarthy, Katherine
- Moisiff, Andrew
- Perras, Kylene
- Rivers, Carl
- Lewis, Louise
- Scruggs, Lyle

### Scholastic Standards
- Crivello, Joe - CHAIR
- Armstrong, Maureen
- Brown, Stuart
- Coulter, Robin
- Higgins, Katrina
- Livingston, Jill
- Long, Thomas
- Bresciano, Karen
- Bouquet, Greg
- Fitch, Holly
- Grenier, Robin
- Schlesselman, Lauren
- Tripp, Ellen
- Vrabely, Ashley
- Walsh, Lawrence
- Wenzel, Christine
- Wilson, Suzanne

### Student Welfare
- Armstrong, Maureen – CHAIR
- Berkowitz, Gerry
- Fernandez, Maria-Luz
- Gogarten, Peter
- Hubbard, Andrea
- Korbel, Donna
- Ortega, Morty
- Wei, Mei
- Adams, Cinnamon
- Bacher, Rebecca
- Bartlett, Kelly
- Dupre, Staci
- Gattilia, Jennifer
- Gruder, Kay
- Harrington, Sara
- Kennedy, Kelly
- McCarthy, Tina
Education Abroad: Senate By-Laws and EEAC By-Laws

A. Background: Global Affairs asked the Senate Executive Committee to charge the Scholastic Standards Committee with developing by-laws that would formally authorize Education Abroad to govern courses and programs that take students abroad. 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 ensure academic review and approvals stemming from the Schools and Colleges and jurisdiction over security, finances, and institutional liability for education abroad programs. 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 Education Abroad

The Senate Scholastic Standards Committee delegates direct oversight for the approval process for UConn-sponsored credit-bearing and other academically designed Education Abroad courses and programs to the Vice President for Global Affairs under the following conditions. UConn sponsored credit-bearing and other academically designed Education Abroad programs and courses must first meet the academic standards and approval of the University’s schools and colleges. After the approval of the relevant schools and colleges, the Education Abroad Advisory Committee (EAAC) will evaluate the course or program and make a recommendation to the Vice President for Global Affairs. The Vice President for Global Affairs can only reject or postpone a course or program for financial, liability, operational, or safety reasons.

Directed by the Vice President for Global Affairs or their designee, the EAAC shall maintain by-laws outlining the review and recommendation process for all UConn-sponsored credit-bearing and other educationally designed programs and courses. EEAC by-laws, and any changes to them, must be approved by the Senate Scholastic Standards Committee.

The Vice President for Global Affairs or designee shall report to the Senate Scholastic Standards Committee annually concerning these programs and courses.
Final Assessments: Senate By-Laws

A. Background:

At the October 18, 2018 meeting of the Senate, the Chair of the Scholastic Standards Committee presented on behalf of the Committee a draft of proposed changes to the Assessment and Calendar sections of the by-laws because:

1) Students are overburdened and overwhelmed by the volume of work (including comprehensive final examinations) scheduled during the last week of class before the Final Assessment Period. The students have no recourse to ask for rescheduling of work; although the Dean of Students Office has authority to assist students with excessive workloads during the Final Assessment Period, the Office has no authority during the last week of class to assist students.

2) Bunching and conflicts persist among those assessments scheduled by the Registrar’s Office during the Final Assessment Period, adding pressure for students and inconveniencing faculty with make-up assessments.

The Scholastic Standards Committee is grateful for the quantity and quality of helpful feedback provided from many quarters of the University community. Many constituencies opposed turning the Thursday and Friday of the last week of classes into an extended Final Assessment Period because of loss of class and laboratory content and various academic activities scheduled during those days in some Schools and Colleges. The Scholastic Standards Committee was also informed by some that attempting to define what kind of assessment could not be given during the last week of classes was essentially futile because, for example, if an assessment could not be given during the final week of classes that counted for 25% or more of the grade for the course, faculty would simply assign it the weight of 24% and give the assessment during the last week of classes.

In response to this feedback, the Scholastic Standards Committee will not propose calendar changes nor will it define the parameters of assessments prohibited during the last week of classes. Rather, to address the challenges (1 and 2 above), the Scholastic Standards Committee recommends the following three actions:

1. **Change by-law wording related to final examinations:** The current by-laws state, “In-class final examinations must be given in the places and at the times scheduled by the University.” However, many faculty are scheduling in-class final examinations during the last week of classes, not during the Final Assessment
Period. Thus, to require faculty to schedule in-class final examinations during the Final Assessment Period, the Scholastic Standards Committee proposes a reframing of the by-laws to state: “Final in-class examinations may not be given during the last week of classes.”

The Scholastic Standards Committee believes that the faculty must be cognizant of and responsive to the pressures on students during the last week of classes. We propose that faculty consider the following: If your in-class assessment during the last week of classes was multiplied five times (the typical number courses a student takes each semester), and then you added going to classes, going to work, and all the other duties during a class week, would you consider that a fair work load for a student? If the answer is “no, it is not a fair work load for a student,” then we strongly recommend that you schedule your in-class assessment during the Final Assessment Period. We urge the Provost’s Office, deans, and department heads to actively assist in reducing undue pressures on students during the last week of classes before the Final Assessments Period.

2. Create a system whereby every instructor of every course must register whether or not an assessment for the course needs to be scheduled during the Final Assessment Period. An accurate count of the assessments to be given during the Final Assessment Period would ensure that the Registrar’s Office would be able to schedule assessments related to true needs rather than assigning phantom examination slots.

3. The Registrar’s Office will prioritize minimizing bunching and conflicts when creating the schedule for the Final Assessment Period. One consequence of this prioritization is that final assessments will not necessarily be scheduled at the same time and day as the class met during the semester. The positive consequence will be greatly reduced bunching and conflicts.

To summarize, the Scholastic Standards Committee believes that the problems related to the last week of classes and the Final Assessment Period cannot be alleviated by legislative fiat. The Scholastic Standards Committee has offered three considered actions to help address the challenges that prompted the Committee’s initial proposal to increase the length of the Final Assessment Period. The implementation of the proposed actions to reduce the semester-end pressures on students will require a cooperative effort by the Provost’s Office, deans, department heads, and above all, the faculty.

B. Current Relevant By-Laws

II. E. 10

Examinations and Assessments

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course. During the
semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule may be granted by the deans or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.

In-class final examinations must be given in the places and at the times scheduled by the University. In the case of online final examinations, although faculty may choose to make examinations available for an extended period of time, students must be allowed the opportunity to take the examination during the time scheduled by the University.

Each instructor shall determine for his or her own courses the weight to be assigned to the final assessment in computing the semester grade of a student. Each instructor in charge of a course will assume responsibility for proctoring in-class assessments, including those during finals week.

A student who is prevented by sickness or other unavoidable causes from completing a scheduled final assessment must apply to the Dean of Students or designee for validation that will authorize the student’s instructor to give a substitute assessment. A student whose absence is excused by the Dean of Student or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be no more than two hours in length. Any extension of the two hour limit will require approvals from both the department head and the dean or his/her designee, and will be published in the Schedule of Classes. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

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.E.10
II.E.10
Examinations and Assessments
Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course.

1. Assessments during the Semester or Term
   During the semester or term, assessments shall be held only during regularly scheduled class periods. Under exceptional circumstances, instructors seeking permission to hold assessments outside of regularly scheduled class periods must seek approval from the Vice-Provost for Academic Affairs prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes and be clearly stated on the syllabus. Classes using the Test Center for assessments that extend beyond regular class times do not require special permission, provided that the extended exam period includes the window for the scheduled class, and that any student with conflicts can be assured of access to the examination within that window. Decisions regarding possible make-up assessments during the semester due to student absences shall be the prerogative of the instructor. Final in-class examinations may not be given during the last week of classes. Other types of assessments (for example, but not only, portfolios, performances, projects, presentations, etc.) may be due in the last week of classes, but should be clearly delineated on the syllabus from the first week of classes.

2. Assessment during the Final Assessment Period
   The format of assessments during finals week remains at the discretion of the instructor, including whether to assign a final assessment or not. In the event an instructor chooses not to schedule a final assessment, they must notify the Registrar to allow rescheduling of the classroom. During the final assessment period, instructors may have other types of assessments due, but only if they are clearly delineated on the syllabus from the first week of classes.

   Instructors are required to administer final course assessments in the places and at the days and times scheduled by the Registrar; these will not necessarily be identical to those at which the class normally meets. Instructors seeking a final assessment period greater than two hours must seek approval from their department head and dean or designee prior to the start of registration; sections of courses for which such exception has been granted shall carry a footnote that specifies the time-extension for the final assessments in the published Schedule of Classes, and be clearly stated on the syllabus. For online final assessments, although faculty may choose to make assessments available for an extended period of time, students must be allowed the opportunity to take the assessments during the time scheduled by the University.
A student whose final assessment schedule includes four assessments in two consecutive calendar days, three assessments in one calendar day, or three assessments in consecutive time blocks spanning parts of two consecutive days may request a note of permission from the Dean of Students Office to reschedule one exam. The Dean of Students Office will determine which of the bunched assessments may be rescheduled. The student must present the Dean of Students Office note of permission to reschedule the final assessment to the instructor of the course.

A student who is prevented by extenuating circumstances from completing a scheduled final assessment must apply to the Dean of Students Office for validation that will authorize the student’s instructor to give a substitute assessment. A student whose absence is excused by the Dean of Students Office or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused by the Dean of Students Office may receive a failure for this assessment.

During the semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule may be granted by the deans or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.

In-class final examinations must be given in the places and at the times scheduled by the University. In the case of online final examinations, although faculty may choose to make examinations available for an extended period of time, students must be allowed the opportunity to take the examination during the time scheduled by the University.

Each instructor shall determine for his or her own courses the weight to be assigned to the final assessment in computing the semester grade of a student. Each instructor in charge of a course will assume responsibility for proctoring in-class assessments, including those during finals week.

A student who is prevented by sickness or other unavoidable causes from completing a scheduled final assessment must apply to the Dean of Students or designee for validation that will authorize the student’s instructor to give a substitute assessment. A student whose absence is excused by the Dean of Student or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.
There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be no more than two hours in length. Any extension of the two hour limit will require approvals from both the department head and the dean or his/her designee, and will be published in the Schedule of Classes. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

Clean copy of proposal:
10. Examinations and Assessments

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course.

a. Assessments during the Semester or Term
During the semester or term, assessments shall be held only during regularly scheduled class periods. Under exceptional circumstances, instructors seeking permission to hold assessments outside of regularly scheduled class periods must seek approval from the Vice-Provost for Academic Affairs prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes and be clearly stated on the syllabus. Classes using the Test Center for assessments that extend beyond regular class times do not require special permission, provided that the extended exam period includes the window for the scheduled class, and that any student with conflicts can be assured of access to the examination within that window. Decisions regarding possible make-up assessments during the semester due to student absences shall be the prerogative of the instructor. Final in-class examinations may not be given during the last week of classes. Other types of assessments (for example, but not only, portfolios, performances, projects, presentations, etc.) may be due in the last week of classes, but should be clearly delineated on the syllabus from the first week of classes.

b. Assessment during the Final Assessment Period
The format of assessments during finals week remains at the discretion of the instructor, including whether to assign a final assessment or not. In the event an instructor chooses not to schedule a final assessment, they must notify the Registrar to allow rescheduling of the classroom. During the final assessment period, instructors may have other types of assessments due, but only if they are clearly delineated on the syllabus from the first week of classes.
Instructors are required to administer final course assessments in the places and at the days and times scheduled by the Registrar; these will not necessarily be identical to those at which the class normally meets. Instructors seeking a final assessment period greater than two hours must seek approval from their department head and dean or designee prior to the start of registration; sections of courses for which such exception has been granted shall carry a footnote that specifies the time-extension for the final assessments in the published Schedule of Classes, and be clearly stated on the syllabus. For online final assessments, although faculty may choose to make assessments available for an extended period of time, students must be allowed the opportunity to take the assessments during the time scheduled by the University.

A student whose final assessment schedule includes four assessments in two consecutive calendar days, three assessments in one calendar day, or three assessments in consecutive time blocks spanning parts of two consecutive days may request a note of permission from the Dean of Students Office to reschedule one exam. The Dean of Students Office will determine which of the bunched assessments may be rescheduled. The student must present the Dean of Students Office note of permission to reschedule the final assessment to the instructor of the course.

A student who is prevented by extenuating circumstances from completing a scheduled final assessment must apply to the Dean of Students Office for validation that will authorize the student’s instructor to give a substitute assessment. A student whose absence is excused by the Dean of Students Office or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused by the Dean of Students Office may receive a failure for this assessment.