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

The Agenda for this meeting is as follows:

1. Call to Order and Approval of Minutes
2. Report of the President
   Presented by Interim Provost John Elliott
3. Report of the Senate Executive Committee
   Presented by SEC Chair Veronica Makowsky
4. Consent Agenda Items:
   A. Report of the Nominating Committee
   B. Report of the Senate Curricula and Courses Committee
5. Report from the Scholastic Standards Committee presented by Senator Joe Crivello
   A. VOTE motion to amend the By-Laws, Rules and Regulations of the University Senate, E.7
      Change of Course Grades, E.8 Appeals of Assigned Course Grades
6. Update on University Budget
   Presented by Scott Jordan, Executive Vice President and Chief Financial Officer

All are invited to attend a reception honoring the 2019 recipients
of the Provost’s Outstanding Service Award immediately following the Senate meeting

SENATE EXECUTIVE COMMITTEE

Veronica Makowsky, Chair
Carol Atkinson-Palombo Rajeev Bansal
Justin Fang Hedley Freake
Andrea Hubbard Debra Kendall
Gustavo Nanclares Angela Rola
Priyanka Thakkar Jaci Van Heest

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. For the information of the Senate, the Undergraduate Student Government has made the following appointments:
   
   Senate Diversity Committee – Avolyn Nieves and Maya Murarka
   Senate University Budget Committee – Michael Cerulli and Dylan Nenadal
   Senate Student Welfare Committee – Delaruelle Tarpeh and Kanu Caplash
   Senate Growth & Development Committee – Jake Knowlton and Brandon Jones
   Senate Scholastic Standards Committee – Sreenidhi Nair and Nia Moore
   Senate Faculty Standards Committee – Dalton Howie and Stuart Allen
   Senate Curricula and Courses Committee – Michael Zhu and Alejandro Rodriguez
   Senate Enrollment Committee – Damon Reynolds and Katharine Morris
   General Education Oversight Committee – Neal Krishna

Respectfully submitted,

Del Siegle, Chair
Rajeev Bansal
Morty Ortega

Carol Atkinson-Palombo
Terri Dominguez
Leslie Shor
I. Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:

A. ANTH 2600 Applied Research and Microscopy in Archaeobotany (#12283) [New course only; CA3 approval is still pending GEOC]
   *Proposed Catalog Copy*
   ANTH 2600. Applied Research and Microscopy in Archaeobotany
   Four credits. Recommended Preparation: STAT 1000Q or STAT 1100Q; ENGL 1010 or 1011 or 2011. Not open for credit to students who have passed ANTH 3095 when taught as “Applied Research in Archaeobotany.”
   Introduction to research trends in archaeobotany and use of microscopy tools. Design and execution of a research project.

B. DMD 2620 Human Development, Digital Media, and Technology (#9363) [New CA2 & CA4]
   *Proposed Catalog Copy*
   DMD 2620. Human Development, Digital Media, and Technology
   Three credits. Prerequisite: ENGL 1010/1011 or ENG 2011. Recommended preparation: HDFS 1070 or DMD 2010.
   Social, economic, and cultural influences on youths’ interactions with, and use of, technology for formal and informal learning. Examples include media literacy, digital divide, technology in education, cyberbullying, and other issues that have emerged since the rise of the World Wide Web and growth of social media. CA 2. CA 4.

C. ECE 1401 Programming for Electrical Engineers (#12103)
   *Proposed Catalog Copy*
   ECE 1401 Programming for Electrical Engineers.
   Three Credits. Prerequisites: CSE 1010 or CSE 1729.
   An introduction to programming tools and languages for electrical engineers. Applications to various mathematical and engineering problems including data acquisition, data analysis, and simulation.

D. EDCI 1100 If You Love It, Teach It (#5021) [New CA2 – GEOC approved]
   *Proposed Catalog Copy*
   EDCI 1100. If You Love It, Teach It
   Three credits.
   Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures. CA 2.

E. ENGL 2730W Travel Writing (#11358) [New CA1-b, W – GEOC approved]
   *Proposed Catalog Copy*
   ENGL 2730W. Travel Writing
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.
Introduction to the craft of travel writing, with attention to the history, variety, and ethics of the genre. CA 1.

F. ENGL/CLCS 2609 Fascism and its Opponents (#11417) [New CA1-c – GEOC approved]

*Proposed Catalog Copy*

ENGL 2609 Fascism and its Opponents
(also offered as CLCS 2609.) Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Not open for credit to students who have passed AMST/ENGL 3265W when offered as “Fascism and Antifascism in the US.”
A comparative study of fascist and antifascist movements, ideologies, aesthetics, and states across a number of national contexts, before and after the Second World War. Readings may consist of literary works, films and visual culture, autobiographies, political rhetoric, histories, and other cultural artifacts. CA 1.

CLCS 2609 Fascism and its Opponents
(also offered as ENGL 2609.) Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Not open for credit to students who have passed AMST/ENGL 3265W when offered as “Fascism and Antifascism in the US.”
A comparative study of fascist and antifascist movements, ideologies, aesthetics, and states across a number of national contexts, before and after the Second World War. Readings may consist of literary works, films and visual culture, autobiographies, political rhetoric, histories, and other cultural artifacts. CA 1.

G. GSCI 1000E The Human Epoch: Living in the Anthropocene (#12164) [New E, still pending CA3]

*Proposed Catalog Copy*

GSCI 1000E. The Human Epoch: Living in the Anthropocene
Three credits.
Introduction to geoscience focusing on human activities as agents of geologic change. Examines human planetary processes in our current epoch, the Anthropocene. Provides a novel frame for contemporary environmental issues such as climate change, sustainability, mass extinctions, land use, and waste disposal. Interaction between earthly processes and human affairs.

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

A. AH 2001 Medical Terminology (#13396) [Revise credits and catalog copy]

*Current Catalog Copy*

AH 2001. Medical Terminology
One credit. Prerequisites: Open to CAHNR students and following majors: Biological Sciences; Health Care Management; HDFS; MCB; NURS; Pharmacy Studies; PNB; PSYC; and SLHS; others by instructor consent.
Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes.
Revised Catalog Copy
AH 2001. Medical Terminology
Two credits. Prerequisites: Open to CAHNR students and following majors: Biological Sciences; Health Care Management; HDFS; MCB; NURS; Pharmacy Studies; PNB; PSYC; and SLHS; others by instructor consent.
Introduction and mastery of medical terminology through presentation of word roots, prefixes, and suffixes. Terminology associated with disease processes, symptoms, diagnosis, clinical procedures, laboratory tests, and treatments that affect various body systems.

B. ANTH 1000/W Other People’s Worlds (#11801) [Revise title and description – GEOC approved]

Current Catalog Copy
ANTH 1000. Other People’s Worlds
Three credits.
A survey of the development, contributions, and contemporary social problems of selected non-Euroamerican peoples and cultures. CA 2. CA 4-INT.

ANTH 1000W. Other People’s Worlds
Prerequisite: ENGL 1010 or 1011 or 2011. CA 2. CA-4-INT.

Revised Catalog Copy
ANTH 1000. Peoples and Cultures of the World
Three credits.
An introduction to the anthropological understanding of human society through ethnographic case studies of selected peoples and cultures, exploring the richness and variety of human life. Encourages students to learn about different cultures and to apply their knowledge to make sense of their own society. CA 2. CA 4-INT.

ANTH 1000W. Peoples and Cultures of the World
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

C. ANTH 1010 Global Climate Change and Human Societies (#8737) [Add EL]

Current Catalog Copy
ANTH 1010. Global Climate Change and Human Societies
Three credits.
A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it. CA 2. CA 4-INT.

Revised Catalog Copy
ANTH 1010E. Global Climate Change and Human Societies
Three credits.
A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it. CA 2. CA 4-INT.

D. ECON 2312 Empirical Methods in Economics II (#8746) [Revise title, catalog copy, Add Q]

Current Catalog Copy
ECON 2312. Empirical Methods in Economics II
Three credits. Prerequisite: ECON 2311.
Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.

Revised Catalog Copy
ECON 2312Q. Econometrics II
Three credits. Prerequisite: ECON 2311Q.
Development of techniques beyond those covered in ECON 2311Q. Topics may include endogeneity problems and instrumental variables, panel-data models, binary-choice models including probit and logit, and time-series econometrics.

E. EEB 2244/W General Ecology (#10114) [Add EL, revise prereqs]

Current Catalog Copy
EEB 2244. General Ecology
Four credits. Prerequisite: Six credits of college biology. Three lectures and one 2-hour discussion section.
Fundamental ecological dynamics of communities, populations and ecosystems, with emphasis in discussion sections on reading primary literature, problem-solving, and exposure to ecological research techniques.

EEB 2244W. General Ecology
Four credits. Prerequisite: Six credits of college biology; ENGL 1010 or 1011 or 2011. Content as in EEB 2244; requires major writing assignment.

Revised Catalog Copy
EEB 2244E. General Ecology
Four credits. Prerequisite: BIOL 1108.
Fundamental ecological dynamics of communities, populations, and ecosystems, including how humans impact the health and well-being of the natural world, the concept of ecosystem services, and the synergy between conservation of the biota and sustainability. Emphasis in discussion sections is on reading primary literature, problem-solving, scientific method, and sampling techniques.

EEB 2244WE. General Ecology
Four credits. Prerequisite: BIOL 1108; ENGL 1010 or 1011 or 2011.
F. GEOG 2200 Introduction to Human Geography (#10094) [Add CA2 & CA4-Int]

Current Catalog Copy
GEOG 2200. Introduction to Human Geography
Three credits.
Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments.

Revised Catalog Copy
GEOG 2200. Introduction to Human Geography
Three credits.
Geographic perspectives on the relationships between human behavior/activities and the physical, economic, and cultural environments. CA 2. CA 4-INT.

G. GEOG 2320 Climate Change: Current Geographic Issues (#8819) [Add EL]

Current Catalog Copy
GEOG 2320. Climate Change: Current Geographic Issues
Three credits.
Introduction to the science, impacts, and politics of climate change from a geographic perspective. Examination of physical mechanisms, extreme weather events, impacts on water, food and energy systems, impacts on polar regions, energy strategies and solutions, policy and negotiations, and mitigation and adaptation strategies. CA 2.

Revised Catalog Copy
GEOG 2320E. Climate Change: Current Geographic Issues
Three credits.
Introduction to the science, impacts, and politics of climate change from a geographic perspective. Examination of physical mechanisms, extreme weather events, impacts on water, food and energy systems, impacts on polar regions, energy strategies and solutions, policy and negotiations, and mitigation and adaptation strategies. CA 2.

H. GERM 1133 Intermediate German I (#13177) [Revise number and description]

Current Catalog Copy
GERM 1133. Intermediate German I
4.00 credits. Prerequisites: GERM 1132 or two years of high school German. Not open to students who have passed GERM 1113, 1114, 1134, 1153, 3200, 3220 or any other 2000 level courses taught in German.
Grading Basis: Graded Review and extension of grammar, vocabulary expansion, graded composition, intensive and extensive reading, and intensive oral practice to further develop communicative abilities within a cultural setting.

Revised Catalog Copy
GERM 1003. Intermediate German I
Four credits. Prerequisites: GERM 1002 or two years of high school German. May not be taken out of sequence after passing 1004. May not be taken for credit after passing any 2000-level or
above course taught in German.
Further development of communicative abilities and intercultural competence by investigating
topics such as contemporary politics, the environment, history, film, music, fine arts, literature,
and technology.

I. GERM 1134 Intermediate German II (#13176) [Revise number and description]
*Current Catalog Copy*
GERM 1134. Intermediate German II
4.00 credits. Prerequisites: GERM 1333. Not open for credit to students who have passed GERM
1114, 1154, 2201, 2204, 3221, 3231, 3233 or any other 2000 level courses taught in German.
Grading Basis: Graded Review and extension of grammar, vocabulary expansion, graded
composition, intensive and extensive reading, and intensive oral practice to further develop
communicative abilities within a cultural setting.

*Revised Catalog Copy*
GERM 1004. Intermediate German II
Four credits. Prerequisites: GERM 1003. May not be taken for credit after passing any 2000-
level or above course taught in German.
Solidifying communicative abilities and intercultural competence by investigating topics such as
contemporary politics, the environment, history, film, music, fine art, literature, and technology.

J. HDFS 2001 Diversity Issues in Human Development and Family Studies (#13401) [Change in
title (dept name)]
*Current Catalog Copy*
Three credits. Open to sophomores or higher. Recommended preparation: HDFS 1070.
Critical issues in diversity and multiculturalism in human development, family relations, and
professional practice. CA 4.

*Revised Catalog Copy*
Three credits. Open to sophomores or higher. Recommended preparation: HDFS 1070.
Critical issues in diversity and multiculturalism in human development, family relations, and
professional practice. CA 4.

K. HDFS 2004W Research Methods in Human Development and Family Studies (#13403) [Change in
title (dept name)]
*Current Catalog Copy*
HDFS 2004W. Research Methods in Human Development and Family Studies
4.00 credits Prerequisites: ENGL 1010 or 1011 or 2011; HDFS 1070, which may be taken
concurrently; open only to HDFS majors, sophomores or higher. Cannot be taken after passing
HDFS 3092, 4004, or 4007.
Overview of research methods with emphasis on (1) the social context in which research occurs and is used, and (2) strengths and limitations of social science research methods. Includes topics such as hypothesis formation, measurement of social variables, research ethics, data collection techniques, and interpreting results.

Revised Catalog Copy
HDFS 2004W. Research Methods in Human Development and Family Sciences
Four credits. Prerequisites: ENGL 1010 or 1011 or 2011; HDFS 1070, which may be taken concurrently; open only to HDFS majors, sophomores or higher. Cannot be taken after passing HDFS 3092, 4004, or 4007.
Overview of research methods with emphasis on (1) the social context in which research occurs and is used, and (2) strengths and limitations of social science research methods. Includes topics such as hypothesis formation, measurement of social variables, research ethics, data collection techniques, and interpreting results.

L. HIST 3350 Byzantium (#13218) [Revise Number]
Current Catalog Copy
HIST 3350. Byzantium
Three credits.
A survey of the major developments from the fourth through the fifteenth centuries: religious controversies, the theme system, the Crusades, Byzantine civilization, its law, art, literature, and its impact upon European and Russian civilization.

Revised Catalog Copy
HIST 2350. Byzantium
Three credits.
A survey of the major developments from the fourth through the fifteenth centuries: religious controversies, the theme system, the Crusades, Byzantine civilization, its law, art, literature, and its impact upon European and Russian civilization.

M. HIST 3421 History of Modern England (#13196) [Revise Number]
Current Catalog Copy
Three credits.
Cultural, political, economic, and intellectual development of modern Britain, with special emphasis on changing ideas of national identity.

Revised Catalog Copy
HIST 2421. History of Modern England
Three credits.
Cultural, political, economic, and intellectual development of modern Britain, with special emphasis on changing ideas of national identity.

N. HIST 3470 Medieval and Imperial Russia to 1855 (#13219) [Revise Number]
Current Catalog Copy
HIST 3470. Medieval and Imperial Russia to 1855
Three credits.
The development of Russia from the emergence of the Slavs to the reign of Alexander II. Russian political institutions, orthodoxy and cultural traditions, nobility, peasantry, and townsmen.

Revised Catalog Copy
HIST 2470. Medieval and Imperial Russia to 1855
Three credits.
The development of Russia from the emergence of the Slavs to the reign of Alexander II. Russian political institutions, orthodoxy and cultural traditions, nobility, peasantry, and townsmen.

O. HIST 3471 History of Russia Since 1855 (#13220) [Revise Number]
Current Catalog Copy
HIST 3471. History of Russia Since 1855
Three credits. Recommended preparation: HIST 3470.
Continuation of History 3470. Late imperial Russia, the former Soviet Union, and contemporary Russia.

Revised Catalog Copy
HIST 2471. History of Russia Since 1855
Three credits. Recommended preparation: HIST 2470.
Continuation of History 2470. Late imperial Russia, the former Soviet Union, and contemporary Russia.

P. HIST 3832 Modern Japan (#13418) [Revise Number]
Current Catalog Copy
HIST 3832. Modern Japan
Three credits.
Examines the dawn of the modern era to the present day in a place we call Japan. In each of our readings, we will seek to understand what constitutes, as one scholar put it, "history versus the radiant myth of belonging."

Revised Catalog Copy
HIST 2832. Modern Japan
Three credits.
Examines the dawn of the modern era to the present day in a place we call Japan. In each of our readings, we will seek to understand what constitutes, as one scholar put it, "history versus the radiant myth of belonging."

Q. ILCS 1145 Elementary Italian I (#13129) [Revise number and description]
Current Catalog Copy
ILCS 1145. Elementary Italian I
4.00 credits. Prerequisites: Not open to students with three or more years high school Italian, ILCS 1146, 1147 or 1148, or any 2000 level course taught in Italian. Elementary Italian grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation. Students who wish to continue in Italian but feel ill prepared should contact the head of the Literatures, Cultures, and Languages Department.

Revised Catalog Copy
ILCS 1001. Elementary Italian I
Four credits. Prerequisites: Not open for credit to students with three or more years of high school Italian. May not be taken out of sequence after passing ILCS 1002, 1003, or 1004. May not be taken for credit after passing any 2000-level or above course taught in Italian. Students with questions about placement should contact the head of the Department of Literatures, Cultures and Languages. Elementary Italian grammar. Practice of oral skills through pronunciation and easy conversation. Reading of simple texts and exposure to Italian media and culture.

R. ILCS 1146 Elementary Italian II (#13134) [Revise number and description]
Current Catalog Copy
ILCS 1146. Elementary Italian II
4.00 credits. Prerequisites: ILCS 1145. Not open to students with three or more years high school Italian, ILCS 1147 or 1148, or any 2000 level taught in Italian. Grading Basis: Graded Elementary Italian grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation. Students who wish to continue in Italian but feel ill prepared should contact the head of the Literatures, Cultures, and Languages Department.

Revised Catalog Copy
ILCS 1002. Elementary Italian II
Four credits. Prerequisite: ILCS 1001 or equivalent. Not open for credit to students with three or more years of high school Italian. May not be taken out of sequence after passing ILCS 1003 or 1004. May not be taken for credit after passing any 2000-level or above course taught in Italian. Students with questions about placement should contact the head of the Department of Literatures, Cultures and Languages. More elements of grammar and culture with integrated readings. Further practice in conversation and exposure to culture though simple examples from media, politics, and art.

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

A. AH 3175 Environmental Health (#12308) [Add EL]
Current Catalog Copy
AH 3175. Environmental Health
Three credits. Prerequisite: BIOL 1102 or equivalent; CHEM 1122 or equivalent; open to Allied
Health Sciences majors, BGS students, Environmental Sciences, Environmental Studies and Engineering majors, others with instructor consent; open to juniors or higher. Recommended preparation: a course in animal anatomy and physiology. Silbart
Course will focus on the environmental health consequences of exposure to toxic chemicals, food contaminants and radiation. Basic principles of toxicology will be discussed, followed by lectures on specific topics such as: cancer, occupational hazards, radiation, genetic biomonitoring, risk assessment techniques, risk/benefit analysis, social/legal aspects of regulating toxic chemicals, and other related topics.

Revised Catalog Copy
AH 3175E. Environmental Health
Three credits. Prerequisite: BIOL 1102 or equivalent; CHEM 1122 or equivalent; open to Allied Health Sciences majors, Environmental Sciences, Environmental Studies and Engineering majors, others with instructor consent; open to juniors or higher. Recommended preparation: a course in animal anatomy and physiology.
The environmental health consequences of exposure to toxic chemicals, food contaminants and radiation. Basic principles of toxicology and topics such as cancer, occupational hazards, radiation, genetic biomonitoring, risk assessment techniques, risk/benefit analysis, social/legal aspects of regulating toxic chemicals, and other related topics.

B. ENGL 4302W Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand [W] (#11397) [Revise title and description]
Current Catalog Copy
ENGL 4302W. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.
Intensive study of particular topics in the literature of these Commonwealth countries.

Revised Catalog Copy
ENGL 4302W. Advanced Study: Literature of Ireland
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.
Intensive study of particular topics in the literature of Ireland.

C. JOUR 3046 Environmental Journalism (#12988) [Add EL]
Current Catalog Copy
JOUR 3046. Environmental Journalism
3.00 credits Prerequisites: JOUR 2000W or consent of the instructor. Open to Juniors or higher. Explores specialized coverage of environmental issues by journalists, emphasizing news reporting with the opportunity to produce print, visual and multimedia news reports.
Revised Catalog Copy
JOUR 3046E. Environmental Journalism
3.00 credits. Prerequisites: JOUR 2000W or consent of the instructor. Open to Juniors or higher. Explores specialized coverage of environmental issues by journalists, emphasizing news reporting with the opportunity to produce print, visual, and multimedia news reports.

D. KINS 3530/W Aerobic and Resistance Training for Performance [W] (#11323) [Revise title, description, and prereqs]

Current Catalog Copy
KINS 3530. Aerobic and Resistance Training for Performance
(Formerly offered as EKIN 3530.) Three credits. Prerequisite: Open only to students in Kinesiology programs. Van Heest
Development of analysis techniques of human physiology specific to sport performance. Laboratory and field methods to evaluate aerobic ability, anaerobic ability, flexibility, muscular strength and power and body composition. A strong foundation in musculoskeletal anatomy and physiology is required. Designed to better prepare the student for development of scientifically sound coaching practices.

KINS 3530W. Aerobic and Resistance Training for Performance
(Formerly offered as EKIN 3530W.) Prerequisite: Open only to students in Kinesiology programs; ENGL 1010 or 1011 or 2011.

Revised Catalog Copy
KINS 3530. Aerobic Training for Health and Performance
Three credits. Prerequisite: KINS 4500. Open only to students in Kinesiology programs; others by consent of instructor. Focuses on the knowledge, skills, and understanding of the scientific principles on which to design individualized aerobic training programs needed for optimal performance, health improvement, disease treatment, and injury prevention. Presents analysis techniques of human physiology specific to aerobic training and performing. Laboratory and field methods to evaluate aerobic ability, lactate threshold, economy, anthropometrics, and aerobic performance characteristics will be discussed.

KINS 3530W. Aerobic Training for Health and Performance
Three credits. Prerequisite: KINS 4500. Open only to students in Kinesiology programs; others by consent of instructor.

IV. For the information of the University Senate, the General Education Oversight Committee approved the following courses for offering in intensive session:

A. GEOG 2400 Introduction to Sustainable Cities (No CAR) [CA2, CA4-Int, E]
B. SOCI 2310 Introduction to Criminal Justice (No CAR) [CA2, CA4]
C. SOCI/LLAS 3525 Latino Sociology (No CAR) [CA2, CA4]

Respectfully Submitted by the 19-20 Senate Curricula and Courses Committee: Pam Bedore (Chair), Mark Brand, Tutita Casa, John Chandy, Marc Hatfield, Kate Fuller, David Knecht, Matt McKenzie,
Senate Courses and Curricula Committee Report

November 4, 2019 p. 12

David Ouimette, Alejandro Rodriguez (Student Rep), Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Gina Stuart, Jennifer Terni, Manuela Wagner, Michael Zhu (Student Rep)

From the 10/9/19 and 10/23/19 meetings
Appeals of Assigned Course Grades: Senate By-Laws

A. Background:

Justification

The existing grade appeal policy was brought to the attention of the SSC by an inquiry concerning what might happen if an appeal of assigned course grade extended into the summer when some of the relevant parties might be unavailable. The SSC decided to review the entire policy and make some revisions and clarifications. The SSC consulted with the Academic Affairs Committee of the Student Government.

The most significant change will be to reduce the initial grade appeal deadline from six months to ten days to facilitate grade reviews in a timely manner. This is of particular importance to students who need a grade for continuation of financial aid, for continued status as a student, and for application to jobs and/or internships. In this era of rapid electronic communication, six months seems an unnecessary delay.

The clarifications include:

- Pointing students to section E.7 so that students understand the accepted criteria for grade changes – a computational error, clerical error, and the discovery of overlooked components in a student’s body of work.
- Greater specificity at each level of the process.
- Provisions for contingencies on the part of those involved that might delay the process.
- Clarification of the process at the level of the Faculty Grade Change Review Committee (FGCRC) at each school or college, particularly that, in pressing circumstances, the Deans/Dean’s Designee may appoint an ad hoc review committee if the FGCRC is unavailable, e.g., summer recess.

B. Current Relevant By-Laws

E.7 Change of Course Grades

E.8 Appeals of Assigned Course Grades

E.7 Change of Course Grades

-provided for information purposes only-

Grades are part of the student’s permanent record; they should never be changed for reasons unrelated to courses requirements or quality of work. Once the grade has been submitted, an instructor may neither accept additional work nor give additional examinations.

Instructors should change grades for the following reasons: a computational error, clerical error, and the discovery of overlooked components in a students’ body of work. In cases when the instructor concludes that a course grade ought to be changed, the instructor determines a corrected grade and initiates the grade change process. The head of the department or program offering the course and the dean of the school or college in which the course is taught will be notified of a grade change to ensure consistency with the By-Laws.
**E.8 Appeals of Assigned Course Grades**

provided for information purposes only

If a student believes that an error in grading has occurred, the student may request (within six months of the final grade being posted) that the instructor to review the grade. If the student cannot contact the instructor, then the student should contact the department head. When the course is in a non-departmentalized school or college, the student should contact that dean or the dean’s designee.

If the instructor agrees that a grade change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

If the instructor believes that the original grade is correct, the student has 30 days to appeal the decision to the head of the department in which the course is taught. The department head will seek input from the instructor and the student to determine his/her opinion related to the merits of the grade appeal.

If after this review, the instructor and the department head agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the registrar.

If the instructor and the department agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has 10 working days to request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Panel (see below).

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Panel. The department’s head request shall be made within 10 working days of completion of the grade appeal review.

Faculty Grade Change Review Panel. The Faculty Grade Change Review Panel, hereafter referred to as the Faculty Review Panel, shall be composed of three full-time faculty members appointed by the dean of the school or college in which the course is taught. The Faculty Review Panel shall convene a hearing within 10 working days of notification of a case. Both the appealing student and the course instructor should be present at the hearing. The student shall be afforded an opportunity to state the grounds on which he or she is appealing the grade. The instructor will be afforded an opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and/or request testimony of others. The Faculty Review Panel may request input from the department head.

If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the Registrar a change of grade request signed by all members of the Faculty Review Panel. The Faculty Review Panel will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within 10 days of the decision. The decision of the Faculty Review Panel shall be considered final.

**C. Proposal to Senate: Motion**

We propose to amend the By-Laws, Rules and Regulation of the University Senate as follows with deleted items in strikethrough and new language underlined. By-Laws, Rules and Regulations of the University of Senate II.E.8.
II.E.8
The policy deadlines herein may be extended, depending on the current level of the appeal, by the dean/dean’s designee or the Faculty Grade Change Review Committee (FGCRC, defined below) due to extenuating circumstances on the part of the student or the instructor.

In a non-departmentalized school or college, the dean or the dean’s designee will serve in the role outlined for the department head. For INTD courses, the department head of the lead instructor of the course and the corresponding dean or dean’s designee will serve the roles outline for department heads and deans and their designees. For UNIV courses, the UICC chair will function in place of the department head, and further appeals will directed to the Vice-Provost for Academic Affairs, who will act in place of a dean.

All steps in this process taken by the student, instructor, department head, and the FGCRC must be in writing.

Grade Appeal Procedure

If a student believes that an assigned course grade is in error, that grading has occurred, the student has ten (10) working days from the posting of the grade or the last day grades are to be posted, whichever is later to ask may request (within six months of the final grade being posted) that the instructor to review the grade. If the student cannot contact the instructor, then the student should contact the department head. When the course is in a non-departmentalized school or college, the student should contact that dean or the dean’s designee. Allowable reasons for a grade change request are defined in current By-Laws (E.7 above) and compromise “…computational errors, clerical errors, and the discovery of overlooked components in a student’s body of work.”

If the Instructor does not respond to the student within five (5) working days (or sooner if extenuating circumstances merit a more expedited review), the student should contact the department head in which the course is offered.

If the instructor agrees that a grade change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

If the instructor believes that the original grade notifies the student that the original grade is correct, the student has ten (10) working days to appeal the decision to the head of the department in which the course is taught. The department head will seek input from the instructor and the student to determine his/her opinion related to the merits of the grade appeal and provide a decision within ten (10) working days from date of the appeal.

If after this review, the instructor and the department head agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the registrar.

If the instructor and the department agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has ten (10) working days to request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee Panel (see below).
If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, within ten (10) working days, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Panel Committee. The department’s head request shall be made within 10 working days of completion of the grade appeal review.

Faculty Grade Change Review Panel Committee

Each school or college shall appoint a standing Faculty Grade Change Review Committee (FGCRC) composed of a minimum of three full-time faculty members appointed by the dean of the school or college in which the course is taught or assign the responsibilities of grade appeals to a standing committee within the school or college. If, due to exigency, a grade appeal must be resolved and the standing committee is not available, the dean or the dean’s designee of the school or college will convene an ad hoc FGCRC of three full-time faculty members to hear the appeal.

The FGCRC should perform an administrative review to determine if there are sufficient grounds to proceed with an appeal hearing. If so, the Faculty Review Panel FGCRC shall convene a hearing within ten (10) working days of notification of a case. Except under extenuating circumstances approved by the FGCRC, both the appealing student appealing the grade and the course instructor should be present, either in person or via electronic communication, at the hearing. The student will speak first and shall be afforded an opportunity to state the grounds for the grade appeal on which he or she is appealing the grade, followed by the instructor’s response. The instructor will be afforded an opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence related to the grade appeal and may request testimony of others. The Faculty Review Panel FGCRC may request input from the department head.

If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the Registrar a change of grade request signed by all members of the Faculty Review Panel. If the FGCRC agrees (by a majority vote) that a grade change is warranted, the FGCRC chair will send a grade change notification to the registrar. If, however, the FGCRC does not agree that a grade change is warranted, the instructor’s grade stands. The FGCRC’s decision shall be considered final. The Faculty Review Panel FGCRC will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within ten (10) days of the decision. The decision of the Faculty Review Panel shall be considered final.

D. Clean copy

II.E.8

The policy deadlines herein may be extended, depending on the current level of the appeal, by the dean/dean’s designee or the Faculty Grade Change Review Committee (FGCRC, defined below) due to extenuating circumstances on the part of the student or the instructor.

In a non-departmentalized school or college, the dean or the dean’s designee will serve in the role for the department head. For INTD courses, the department head of the lead instructor of the course and the corresponding dean or dean’s designee will serve the roles outline for department heads and deans and their designees. For UNIV courses, the UICC chair will function in place of the department head.
head, and further appeals will be directed to the Vice-Provost for Academic Affairs, who will act in place of a dean.

All steps in this process taken by the student, instructor, department head, and the FGCRC must be in writing.

**Grade Appeal Procedure**

If a student believes that an assigned course grade is in error, the student has ten (10) working days from the posting of the grade or the last day grades are to be posted, whichever is later, to ask the instructor to review the grade. Allowable reasons for a grade change request are defined in current By-Laws (E.7) and compromise “…computational errors, clerical errors, and the discovery of overlooked components in a student’s body of work.”

If the instructor does not respond to the student within five (5) working days (or sooner if extenuating circumstances merit a more expedited review), the student should contact the department head in which the course is offered.

If the instructor agrees that a grade change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

If the instructor notifies the student that the original grade is correct, the student has ten (10) working days to appeal the decision to the head of the department in which the course is offered. The department head will seek input from the instructor and the student to determine the merits of the grade appeal and provide a decision within ten (10) working days from the date of the appeal.

If after this review, the instructor and the department head agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the registrar.

If the instructor and the department agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has ten (10) working days to request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee (see below).

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, within ten (10) working days, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee.

**Faculty Grade Change Review Committee**

Each school or college shall appoint a standing Faculty Grade Change Review Committee (FGCRC) composed of a minimum of three full-time faculty members or assign the responsibilities of grade appeals to a standing committee within the school or college. If, due to exigency, a grade appeal must be resolved and the standing committee is not available, the dean or the dean’s designee of the school or college will convene an ad hoc FGCRC of three full-time faculty members to hear the appeal.

The FGCRC should perform an administrative review to determine if there are sufficient grounds to proceed with an appeal hearing. If so, the FGCRC shall schedule a hearing within ten (10) working days of
notification of a case. Both the student appealing the grade and the course instructor must be present, either in person or via electronic communication, at the hearing. The student will speak first and state the grounds for the grade appeal, followed by the instructor’s response. Both parties must present supporting evidence related to the grade appeal and/or may request testimony of others. The FGCRC may request input from the department head.

If the FGCRC agrees (by a majority vote) that a grade change is warranted, the FGCRC chair will send a grade change notification to the registrar. If, however, the FGCRC does not agree that a grade change is warranted, the instructor’s grade stands. The FGCRC’s decision shall be considered final. The FGCRC will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within ten (10) days of the decision.

E. Major Changes

- Changing the timeline for student appeals from 6 months to 10 working days
- Charging each college to establish and staff a Faculty Grade Change Review Committee (FGCRC) with three full-time faculty.
- All steps in the process must be documented in writing.
- A student has 10 days instead of 30 days to appeal to the department head after a faculty’s decision denying a grade change.
- Providing the dean or the dean’s designee of the school or college in which the class is offered, an administrative review of the merits of the student’s grade appeal before sending the case to the FGCRC.
- If due to an exigency, the dean or the dean’s designee of the school or college in which the class is offered may convene an ad hoc FGCRC of three full-time faculty to hear the appeal.
- Outlining a procedure for grade appeal in UNIV and INTD classes.
- Requiring the student and instructor to be present at the appeal, or via electronic communications.