A regular meeting of the University Senate will be held on
Monday, May 4, 2020 at 4:00 p.m.
via WebEx Event #: 615 088 789, Password: May2020

To ensure a successful virtual meeting please follow these guidelines:
- Plan to join the meeting early to avoid everyone coming in at once.
- Participants’ mics and video will be muted and can only be turned on by the Senate Moderator.
- Use the hand-raise function to be recognized by the Senate Moderator. The hand raise icon can be found at the bottom of the Participant Panel box. When you are recognized by the Moderator, your mic will be turned on.
- When a vote is called for, voting members of the Senate should select their choice (YAY, NAY, ABSTAIN) from the online polling box that the Moderator will open on your screen. Once the results are shared, you may close the polling box.

The Agenda for this meeting is as follows:
1. Call to Order and Approval of Minutes of April 6, 2020 University Senate meeting
2. Report of the President
   Presented by President Katsouleas
3. Report of the Senate Executive Committee
   Presented by SEC Chair Veronica Makowsky
4. Consent Agenda Items:
   - Report of the Senate Curricula and Courses Committee
   - Senate Standing Committee and Subcommittee Reports
     - Annual Report of the Curricula and Courses Committee
     - Annual Report of the Diversity Committee
     - Annual Report of the Enrollment Committee
     - Annual Report of the Faculty Standards Committee
     - Annual Report of the General Education Oversight Committee
     - Annual Report of the Growth & Development Committee
     - Annual Report of the Scholastic Standards Committee
     - Annual Report of the Student Welfare Committee
     - Annual Report of the University Budget Committee
5. Q&A on Annual Reports
   Senate Standing Committees and Subcommittee Chairs available for questions
6. Report from Nominating Committee presented by Senator Siegle
   VOTE on 2020/2021 Senate Committee Membership Rosters
7. Presentation and Vote on a motion to amend the By-Laws, Rules and Regulations of
   the University Senate, II.F.1 Dean’s List, presented by Senator Schultz on behalf of SEC
8. Annual Report on Retention and Financial Aid
   Presented by Nathan Fuerst, Vice President for Enrollment Planning and Management
9. New Business

SENATE EXECUTIVE COMMITTEE
Veronica Makowsky, Chair
Carol Atkinson-Palombo       Joshua Crow       Justin Fang
Andrea Hubbard               Debra Kendall     Gustavo Nanclares
Eric Schultz                 Jaci Van Heest   Hedley Freake
Angela Rola
I. The Senate Curricula and Courses Committee recommends ADDITION the following 1000- or 2000-level courses:

A. EPSY 1830 Critical and Creative Thinking in the Movies (#12544) [New CA2 – GEOC approved]
   Proposed Catalog Copy
   EPSY 1830. Critical and Creative Thinking in the Movies
   3.00 credits
   Prerequisites: None.
   Grading Basis: Graded
   Topics such as logical fallacies, influence, metacognition, problem solving, creative genius, personality, and motivation will be explored. Students will use readings and films to investigate the role and application of these topics on critical thinking and creativity. CA 2.

B. POLS 2450 Nuclear Security (#15993)
   Proposed Catalog Copy
   POLS 2450. Nuclear Security
   3.00 credits
   Recommended Preparation: POLS 1402. Not open for credit to students who have passed POLS 2998 when offered as “Nuclear Security.”
   Grading Basis: Graded
   The development of nuclear weapons and their consequences. Topics include the science and history of nuclear weapons, as well as nuclear proliferation, terrorism, and strategy.

C. WGSS 2253 Introduction to Queer Studies (#15190)
   Proposed Catalog Copy
   WGSS 2253. Introduction to Queer Studies
   3.00 credits.
   Prerequisites: None. Not open to students who have passed WGSS 3995 when offered as “Introduction to Queer Studies.”
   Grading Basis: Graded
   Introduction to the interdisciplinary field of queer studies. Explores a range of issues including how to study queer sexualities in a globalizing world, methodological and theoretical approaches, the role of feminism and social justice activism in Queer Studies, and the integration of transgender studies into the field. Provides an understanding of intersectional approaches to human sexuality and how LGBTQA movements are shaped globally.

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

A. CHEM 1124Q Fundamentals of General Chemistry I (#15038) [Revise prereqs – GEOC approved]
**Current Catalog Copy**

CHEM 1124Q Fundamentals of General Chemistry I  
4.00 credits  
Prerequisites: Not open to students who have passed CHEM 1127, 1137 or 1147. Recommended Preparation: MATH 1011 or equivalent.  
Grading Basis: Graded  
The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding. CA 3-LAB.

**Revised Catalog Copy**

CHEM 1124Q Fundamentals of General Chemistry I  
4.00 credits  
Prerequisites: Not open to students who have passed CHEM 1127, 1137 or 1147. Students who have passed CHEM 1122 will receive 2 units for CHEM 1124. Recommended Preparation: MATH 1011 or equivalent.  
Grading Basis: Graded  
The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding. CA 3-LAB.

B. COMM 1300 Mass Communication Systems (#15815) [Revise number/level, title, description, and restrictions]  
**Current Catalog Copy**

COMM 1300. Mass Communication Systems  
3.00 credits  
Prerequisites: None.  
Grading Basis: Graded  
The history, organizational structure, economics and functioning of technologically-based communication systems and the relationship of these factors to mass communication issues and effects.

**Revised Catalog Copy**

COMM 2600. Media in the Information Age  
3.00 Credits  
Prerequisites: None. Recommended Preparation: COMM 1000, which may be taken concurrently.  
Grading Basis: Graded  
The history, organizational structure, economics, policy, and functioning of technologically-based communication systems, and the relationship of these factors to media issues, effects, and culture.
C. COMM 2940 Fundamentals of Digital Production (#15816) [Revise number and restrictions]
   Current Catalog Copy
   COMM 2940. Fundamentals of Digital Production
   3.00 credits
   Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 4941
   Grading Basis: Graded
   Fundamentals associated with the production of digital video, audio, and images to communicate
   with various audiences. Students rotate through various roles of pre-production, production, and
   post-production processes in the creation of multimedia projects.

   Revised Catalog Copy
   COMM 2700. Fundamentals of Digital Production
   3.00 credits
   Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 4710 or
   COMM 4720.
   Grading Basis: Graded
   Fundamentals associated with the production of digital video, audio, and images to communicate
   with various audiences. Students rotate through various roles of pre-production, production, and
   post-production processes in the creation of multimedia projects.

D. COMM 3100 Persuasion (#15814) [Revise number/level]
   Current Catalog Copy
   COMM 3100. Persuasion
   3.00 credits
   Prerequisites: COMM 1000
   Grading Basis: Graded
   Introduction to theories of attitude formation, change and reinforcement. Research is used to
   evaluate past and present models of persuasion.

   Revised Catalog Copy
   COMM 2500. Persuasion
   3.00 credits
   Prerequisites: COMM 1000.
   Grading Basis: Graded
   Introduction to theories of attitude formation, change, and reinforcement. Research is used to
   evaluate past and present models of persuasion.

E. COMM 3200 Interpersonal Communication (#15812) [Revise level and restrictions]
   Current Catalog Copy
   COMM 3200. Interpersonal Communication
   Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 4200 or
   4222.
   Grading Basis: Graded
An introduction, analysis and critique of recent theories of interpersonal communication. Topics include person perception, theories of communication management, and the structural analysis of face to face communication behavior.

Revised Catalog Copy
COMM 2200. Interpersonal Communication
Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 3222, COMM 4222, or 4200.
Grading Basis: Graded
An introduction, analysis and critique of recent theories of interpersonal communication. Topics include person perception, theories of communication management, and the structural analysis of face to face communication behavior.

F. COMM 3300 Effects of Mass Media (#15813) [Revise level]
Current Catalog Copy
COMM 3300. Effects of Mass Media
3.00 credits
Prerequisites: COMM 1000.
Grading Basis: Graded
An analysis of the roles of the mass media and of the effects they exert on individuals and society.

Revised Catalog Copy
COMM 2300. Effects of Mass Media
3.00 credits
Prerequisites: COMM 1000.
Grading Basis: Graded
An analysis of the roles of the mass media and of the effects they exert on individuals and society.

G. PNB 2250 Comparative Animal Physiology (#15751) [Revise prereqs, title, and description]
Current Catalog Copy
PNB 2250. Animal Physiology.
3.00 credits
Prerequisites: BIOL 1107 and either BIOL 1108 or 1110.
Grading Basis: Graded.
Physiological Mechanisms and regulation in vertebrate animals.

Revised Catalog Copy
PNB 2250. Comparative Animal Physiology
3.00 credits
Prerequisites: BIOL 1107. Recommended preparation: BIOL 1108.
Grading Basis: Graded.
An introduction to comparative animal physiology, emphasizing the evolutionary impacts of
diverse physical, chemical, and environmental factors on vertebrates and invertebrates.

H. URBN/HIST 3650 History of Urban Latin America (#14901) [Revise level, remove restriction]

Current Catalog Copy
URBN 3650. History of Urban Latin America
Also offered as: HIST 3650
3.00 credits
Prerequisites: Open to sophomores or higher. Not open to students who have passed HIST 3095 when taught as Latin American Urban History.
Grading Basis: Graded
The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present. CA 1.

HIST 3650. History of Urban Latin America
Also offered as: URBN 3650
3.00 credits
Prerequisites: Open to sophomores or higher. Not open to students who have passed HIST 3095 when taught as Latin American Urban History.
Grading Basis: Graded
The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present. CA 1.

Revised Catalog Copy
URBN 2650. History of Urban Latin America
Also offered as: HIST 2650
3.00 credits
Prerequisites: Not open to students who have passed HIST 3095 when taught as “Latin American Urban History.”
Grading Basis: Graded
The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present. CA 1.

HIST 2650. History of Urban Latin America
Also offered as: URBN 2650
3.00 credits
Prerequisites: Not open to students who have passed HIST 3095 when taught as “Latin American Urban History.”
Grading Basis: Graded
The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present. CA 1.

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. CE 4900W Civil Engineering Projects I (#14577) [Revise prereqs – GEOC Approved]

*Current Catalog Copy*

CE 4900W. Civil Engineering Projects I  
2.00 credits  
Prerequisites: Prerequisite or Corequisite: CE 2210; CE 2410; CE 2710; CE 3110; CE 3510; ENVE 2310; and ENVE 3120; Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Open only to junior and senior Civil Engineering majors.  
Grading Basis: Graded  
Issues in the practice of civil and environmental engineering: management, business, public policy, leadership, importance of professional licensure, professional ethics, procurement of work, law/contracts, insurance/liability, global/societal issues (e.g., sustainable development, product life cycle), and construction management. Students working singly or in groups prepare proposals for civil engineering design projects, oral presentation and written reports.

*Revised Catalog Copy*

CE 4900W. Civil Engineering Projects I  
2.00 credits  
Prerequisites: Prerequisite or Corequisite: CE 2251; CE 2410, CE 2411, or ENVE 2411; CE 2710; CE 3610; CE 3510; ENVE 2310; and ENVE 3120; Prerequisite: ENGL 1007 or 1010 or 1011. Open only to senior Civil Engineering majors.  
Grading Basis: Graded  
Issues in the practice of civil and environmental engineering: management, business, public policy, leadership, importance of professional licensure, professional ethics, procurement of work, law/contracts, insurance/liability, global/societal issues (e.g., sustainable development, product life cycle), and construction management. Students working singly or in groups prepare proposals for civil engineering design projects, oral presentation and written reports.

B. CHIN 3230 Language & Identity in Greater China (#13986) [Add CA1-e to existing CA4-Int – GEOC Approved]

*Current Catalog Copy*

CHIN 3230. Language & Identity in Greater China  
3.00 credits  
Prerequisites: None.  
Grading Basis: Graded  
Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 4-INT.

*Revised Catalog Copy*

CHIN 3230. Language and Identity in Greater China  
3.00 credits  
Prerequisites: None.
Grading Basis: Graded
Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 1. CA 4-INT.

C. PNB 3120W Public Communication of Physiology and Neurobiology (#13722) [Revise title, description, and credit – GEOC Approved]
*Current Catalog Copy*
PNB 3120W. Scientific Writing in Physiology and Neurobiology
1.00 credits
Prerequisites: ENGL1010 or 1011 or 2011; One 2000-level course in PNB. Juniors or higher; Permission of instructor.
Grading Basis: Graded
Principles of effective scientific writing focusing on the communication of physiology and neurobiology to lay audiences.

*Revised Catalog Copy*
PNB 3120W. Public Communication of Physiology and Neurobiology
3.00 credits
Prerequisites: ENGL1010 or 1011 or 2011; One 2000-level course in PNB. Open to PNB majors only.
Grading Basis: Graded
Strategies for effective public communication of science, focusing on accessibly conveying physiological concepts, and considering the role of life scientists as public communicators. Student work may include storytelling, blogging, data visualization, and videography.

D. POLS 3240 Environmental and Climate Justice (#13666) [Revise title, description, add CA2 & EL – GEOC approved]
*Current Catalog Copy*
POLS 3240. Climate Justice
Three credits. Open to juniors or higher.
Introduction to major debates about the distributional consequences of climate change and the policies and programs meant to address it. Implications for the design of global, national, and subnational institutions of climate governance.

*Revised Catalog Copy*
POLS 3240E. Environmental and Climate Justice
Three credits. Open to juniors or higher.
Introduction to major debates about environmental and climate justice and the related policies and programs. Implications for the ongoing efforts to promote environmental stewardship and the design of global, national, and subnational institutions of climate governance. CA 2.
IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend DELETION of the following 3000- or 4000-level existing courses within or into the General Education curriculum:

A. FREN 3261W From the Holy Grail to the Revolution: Introduction to Literature (#14780) [Deleting W version – GEOC Approved]

B. FREN 3262W From the Romantics to the Moderns: Introduction to Literature (#14781) [Deleting W version – GEOC Approved]

C. COMM 4450W Global Communication (#15819) [GEOC approved]

D. COMM 4451W Media, State, and Society (#15820) [GEOC approved]

V. Addition of S/U Graded Courses:

A. COMM 4979 Digital Portfolio (#15876)  
   Proposed Catalog Copy  
   COMM 4979. Digital Portfolio  
   1.00 - 3.00 credits  
   Prerequisites: At least 12 units of 2000 level or above COMM courses; open to juniors or higher. May be repeated once for credit up to a maximum of three credits.  
   Grading Basis: Satisfactory/Unsatisfactory  
   Development of a digital portfolio for presentation to professional and graduate-level audiences.

B. POLS 4992 Political Science Colloquium (#15911)  
   Proposed Catalog Copy  
   POLS 4894. Political Science Colloquium  
   1.00 credits  
   Prerequisites: Instructor consent required. May be repeated to a maximum of two credits.  
   Grading Basis: Satisfactory/Unsatisfactory  
   Faculty research presentations demonstrating current topics of investigation within the department, literature review skills, and research design techniques. Recommended for sophomore and junior Honors students who are beginning their thesis research.

VI. Revision of S/U Graded Courses:

A. AH 4288 Instructional Assistant in AHS (16157) [Revise repeatability]  
   Current Catalog Copy  
   AH 4288. Instructional Assistant in Allied Health Sciences  
   1.00 – 3.00 credits  
   Prerequisite: Successful completion of the course to be assisting in with a B grade or better. Guidelines, learning agreement, and supporting documentation required.  
   Grading Basis: Satisfactory/Unsatisfactory  
   Experience with Allied Health Sciences course development and faculty assistance; independent inquiry under the guidance and supervision of an Allied Health Sciences faculty. Guidelines and
learning agreement required. This course may not be used to meet requirements for the Group A or Group B AHS major requirements. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Revised Catalog Copy
AH 4288. Instructional Assistant in Allied Health Sciences
1.00 – 3.00 credits
Prerequisite: Successful completion of the course to be assisting in with a B grade or better; Open only with consent of instructor, advisor, and department head. Guidelines and learning agreement required. Hours by arrangement. This course may be repeated for credit for a maximum of 3 credits.
Grading Basis: Satisfactory/Unsatisfactory
Experience with Allied Health Sciences course development and faculty assistance; independent inquiry under the guidance and supervision of an Allied Health Sciences faculty. This course may not be used to meet requirements for the Group A or Group B AHS major requirements.

B. COMM 4992 Research Practicum (#15875) [Revise number, change to S/U grading]
Current Catalog Copy
COMM 4992. Research Practicum in Communication
1.00 - 3.00 credits | May be repeated for a total of 6 credits.
Prerequisites: At least 12 units of 2000 level or above Communication Sciences courses which must include COMM 3000; open to juniors or higher. Should be taken during the senior year.
Grading Basis: Graded
Provides students with an opportunity to participate in a variety of supervised research activities in communication. May be repeated once for credit.

Revised Catalog Copy
COMM 4982. Research Practicum in Communication
Formerly offered as: COMM 4992
1.00 - 3.00 credits | May be repeated once for a total of 6 credits.
Prerequisites: At least 12 units of 2000 level or above Communication courses which must include COMM 2000 (formerly 3000); open to juniors or higher.
Grading Basis: Satisfactory/Unsatisfactory
Participation in supervised research activities in communication.

VII. For the information of the University Senate, the General Education Oversight Committee approved the following courses for offering in Intensive Session:

A. ECON 3466E Environmental Economics (EL)

B. EPSY 1830 Critical and Creative Thinking in the Movies (CA2)
VIII. General Education Alignment Report 2020

Content Area 1 – Arts and Humanities

ARTH 1138 Introduction to Art History: 15th Century to the Present

Submitted for consideration were the original CAR, the “Content Area Form A: CA1 Arts and Humanities Courses” for ARTH 1138, miscellaneous documentation relating to the course’s title change in 2011, and two sample syllabi. Surveying the history of the visual arts from the Re-naissance to the present, addressing major themes relating to art and experience, and critically interrogating the changing social and cultural functions of art, the course clearly satisfies CA1 criteria. Both syllabi make it a point to help students understand that what constitutes an art-work changes over time and is dependent on the needs of any given art community. Thus, both syllabi also critically reflect on how the human experience of art is steeped in contingent and unfolding historical processes. Courses also situate individual works in larger intellectual historical frameworks—the Enlightenment, Modernism, etc.—and in so doing open up inquiries into philosophical and/or political theory. The course, in sum, to use language from the CA1 form, entails the “comprehension and appreciation of [visual] art forms.” Both syllabi indicate a reliance upon the standard and authoritative Western art historical text-book, Fred Kleiner’s Gardner’s Art through the Ages: The Western Perspective (volume II). As for variation within the samples, one syllabus required extensive supplemental readings of art criticism while the other entailed visits to galleries or other sites featuring works of visual art, both of which, in different ways, enhance the students’ experience of art.

RESULT: The course aligns with CA1 criteria.

ENGL 1616/W Major Works of English and American Literature

Submitted for consideration was the original CAR, the “Content Area Form A: CA1 Arts and Humanities Courses” for ENGL 1616, and five sample syllabi. All versions of the course contain three elements that qualify the course for inclusion in CA1: 1) the material taught in each course investigates the artistic, cultural and historical processes of humanity and how those processes are represented in literature; 2) an attention to symbolic representation with focus on the techniques and art of writing, on poetic and fictional forms, on key concepts in the study of art and literature, on the effect of re-mediation on narrative, to name several; and 3) the study of multiple art forms or similar art forms from different historical and/or cultural locations. All thus contribute to students’ understanding of their own and other cultures and the di-verse ways in which cultures express themselves in literature. All sample syllabi are multi-modal, variously treating different literary and print genres, but also film, theater, and the visual arts. Themes covered by the different syllabi include the nature of the self and how the self is discovered in writing, generic adaptation, law and literature, and humanity’s place in the cosmos. As the author of the original CAR observed, because the course may be taught by a variety of scholars in an array of subfields, it is particularly valuable as a CA1 offering at the regional campuses.

RESULT: The course aligns with CA1 criteria.

HIST 1203 Women in History

Submitted for consideration are the original CAR, the Gen Ed Course Alignment Overview, the Content Area form, and Supplemental A form. Apart from claiming to fulfill the requirements of CA1 Arts and Humanities, the course also claims CA4 Diversity and Multiculturalism. HIST 1203 centers on the historical experiences of women but presents a wide range of possible readings and areas of focus. For the most part, syllabi are organized chronologically. But at least one
syllabus seeks to challenge periodization. And two of the three sample syllabi examine the historical and cultural experiences of Asian or Southeast-Asian women specifically. Within the strict chronological timelines, all three syllabi engage with the larger political, philosophical, and cultural movements of the day to examine what factors alter women’s experiences: from the Reformation and the Enlightenment to modern colonialism and the global economy. The three syllabi offer a diverse range of primary texts (memoirs, letters), scholarly work on feminism and the historical background of political movements, including: contemporaneous philosophy and political theory; plays and documentaries. The variety of historical materials examined across the various syllabi also enhances the students’ appreciation of the visual and performing art forms.

RESULT: The course aligns with CA1 criteria.

**HIST 1502 U.S. History Since 1877**
Submitted for consideration were the original CAR, the Gen Ed Course Alignment Overview, the Content Area Form, the Supplemental A form, and five syllabi, including one from Hartford. The course, as represented by the sample syllabi, meets at least two of the arts and humanities criteria. All syllabi introduce material that offers historical analysis of the human experience by emphasizing how such experience is dependent on and shaped by gender, class, religion, race, and sexuality within a specific time period of American history. With some variations, all instructors have designed their readings around examining historical methodologies and evaluating the merits of historical arguments. The sample syllabi ask students to engage with a variety of texts (autobiographies, government documents, journalism, fiction, narrative history, poetry, short stories) and visual art forms (political ads, cartoons, images, documentaries, feature films, museum exhibits and artifacts) in order to analyze, as one instructor put it “the wider workings of power,” and to “understand why things happened the way they did.” The forms of written analysis on which historical inquiry depends vary in the syllabi: from Platonic dialogs that encourage dialectical thinking to the standard research paper. The original CAR submission touches briefly on some of the political theories that the course engages, especially in debates about patriotism, communism, capitalism, and perhaps most visibly in the submitted syllabi, the debates about the relationship between government and human rights.

RESULT: The course aligns with CA1 criteria.

**LING 1010 Language and Mind**
Since this course introduces students to inquiries of a philosophical nature and also engages them in critical analyses of human experience (the role of language in defining reality), it clearly fulfills CA 1 criteria. All the sample syllabi submitted, with slight variations in emphasis, include topics, readings and/or assignments in which the scientific study of language can lead to a reflection on moral issues of language prejudice and language access. They can equally reinforce the study of classical problems in epistemology as they deal with the relation of language and knowledge. The most important difference between the syllabi we compared is found in the readings. While the Stamford version of this course uses a textbook and follows its structure, one of the Storrs versions relies solely on lecture slides posted on the course website, and the other Storrs version on chapters of a forthcoming book written by the professor. These differences aside, the schedule and the specific contents under discussion are very similar in all three.
RESULT: The course aligns with CA1 criteria.

MUSI 1003 Popular Music and Diversity in American Society
Submitters of the course MUSI 1003 Popular Music and Diversity in American Society provided the original 2009 CAR, the new GenEd criteria form, the specific CA1 form, and multiple syllabi by multiple instructors between 2018-2020. The course surveys the development of American popular music and its cultural significance within the United States since the mid-nineteenth century, with a special emphasis on issues of identity, including race, gender, class, and age. MUSI 1003 is offered as a lecture with discussion sections. The three provided syllabi utilize the same primary texts and the assignments and assessments are uniform across instructors. A review of the alignment materials and syllabi and new GenEd form confirms that this course continues to fulfill CA1 criteria 4.

RESULT: The course aligns with CA1 criteria.

NURS 2175 Global Politics of Childbearing and Reproduction
Submitters of the course NURS 2175 Global Politics of Childbearing and Reproduction provided the original CAR, the new GenEd criteria form, the specific CA1 form, and the syllabus for Spring 2020. This course is being reviewed for realignment in CA1. The course provides a framework for students to analyze the sociocultural and political forces from a historical and global context that have and continue to influence the human experience of childbirth. Although an original syllabus is not available, the current syllabus outlines the course objectives alignments, assessments and feedback mechanisms, and assigned, multi-modal learning mate-rials including documentary and popular films, literary and feminists treatises, and intersec-tional studies on such topics as female circumcision, midwifery, state imposed population con-trols, economic and cultural racism, sexual trafficking, and surrogacy, among others.

The two co-chairs are in agreement that the current syllabus and course goals fulfilled at least two of the CA1 criteria: Investigations and historical/critical analyses of human experience and inquiries into philosophical and/or political theory by analyzing historical, convention, and sym-bolic representations through history and cultures. The co-chairs further felt that its multi-modal approach included cultural and symbolic representations in order for students to understand the “relationship between social and political understandings of the reproductive body and cultural representations thereof,” “how various political theories influence individual free-dom and personal decision-making on childbirth and reproduction,” as well as “how culture shapes the social and individual values, beliefs and policies.” By contrast, the two subcommittee members felt that NURS 2175 subordinated its multi-modal learning materials to practical clinical goals surrounding childbirth, and to learning the stand-ards and policies thereof rather than taking childbirth itself as an explicit subject of study. In-deed, it was felt that the primary course text was explicitly “anti-humanist” in its approach and that the course was not concerned to introduce students to (artistic) “representations of child-birth and childbearing but to facts about how other cultures experience childbirth and childbearing,” concluding that “the course would fall within the disciplinary boundaries of the social sciences, not the humanities.”

The CA-1 subcommittee was thus divided on whether NURS 2175 should retain its alignment and requested guidance from GEOC. The full GEOC reviewed the course and discussed it over two meetings. They determined that the course was in fact aligned with CA1 criteria by a vote of 10 Yays, 1 Nay, and 2 Abstentions.

RESULT: The course aligns with CA1 criteria.
**Content Area 2 – Social Sciences**  
**LING 3610W Language and Culture**  
We unanimously recommend approval of all the course as meeting the CA2 criteria. The committee was quite impressed with how this course fulfilled the CA2 requirements.

*RESULT: The course aligns with CA2 criteria.*

**PP 1001 Introduction to Public Policy**  
One member felt the course could use a little more detail on what specifically will be discussed theoretically, while another would have liked a bit more clarity on the ethical problems social scientists face rather than ethics in public policy, but overall the subcommittee was satisfied it aligned.

*RESULT: The course aligns with CA2 criteria.*

**WGSS 3253W Gender Representations in Popular Culture**  
We unanimously recommend approval of all the course as meeting the CA2 criteria. The committee was quite impressed with how this course fulfilled the CA2 requirements.

*RESULT: The course aligns with CA2 criteria.*

**Content Area 3 – Science and Technology**  
**LING 2010Q The Science of Linguistics**  
The course does not appear to have changed substantially and still properly address the CA 3 requirements.

*RESULT: The course aligns with CA3 criteria.*

**NUSC 1645 The Science of Food**  
The course does not appear to have changed substantially and still properly address the CA 3 requirements.

*RESULT: The course aligns with CA3 criteria.*

**PHYS 1501Q Physics for Engineers I**  
PHYS 1501Q has changed the most, but all for the better. The Physics Department has introduced an entirely new way of teaching Physics, called Studio Physics. Nevertheless, the content has not changed and it still satisfies all the CA 3 criteria, but with better pedagogy.

*RESULT: The course aligns with CA3-LAB criteria.*
Content Area 4 – Diversity and Multiculturalism
ENGL 3218 Ethnic Literatures of the United States
The submitter of the course ENGL 3218 Ethnic Literatures of the United States has provided the main form, the supplemental criteria area form, the specific CA4 forms, and a sample Spring 2019 course syllabus. The course is taught by full-time faculty. The individual instructors create syllabi, homework, exams, problem sets, and grading criteria independently. The course is “the same” as the originally approved proposal. The submitter articulates well how the broad goals of general education are fulfilled in the course. To meet CA4 Criteria, the course “emphasizes the experiences, thoughts, and values brought about by the social conditions unique to immigrant cultures” and “stresses the human rights issues raised by the treatment of immigrants, sometimes including slaves” thus fulfilling Criteria 1, 3, and 4.

RESULT: The course aligns with CA4 criteria.

HIST 1203 Women in History
The submitter for the course HIST 1203/WGSS 1121 Women in History has provided the main form, the CA1 and CA4 forms, Supplemental A and three syllabi. This course is taught by full-time faculty and varies topics (women world-wide, women immigrants to America, and women in Asia) with all of the courses containing goals and learning objectives that are similar to the originally approved course. The “Main Form” notes that the course is only taught at the Storrs campuses; however, it is being taught this Spring 2020 term at Hartford, Stamford, and Waterbury and in Fall 2020, planned for only Avery Point, Hartford, and Stamford. The course compares the traditional roles of men and women in cultural, social and political leadership and in writing history and looks at how social cultural, political and or economic power is differentially allocated to men and women, meeting Criteria 1 and 5. Currently, HIST 1203 / WGSS 1121 are CA4 not international; however this request is listed it as CA4-INTL.*
*Note: The Subcommittee confirmed that the course aligns with the CA4 criteria. It appears as though the instructor may have been trying to kill two birds with one stone by proposing the course for CA4-INT within the alignment review process. The CA4 subcommittee has confirmed that the course does also meet CA4-INT criteria, but the department will be informed that in order to formally change the course from CA4 to CA4-INT, a Curriculum Action Request (CAR) form will need to be completed, since this would involve a change to catalog copy.

RESULT: The course aligns with CA4 criteria.

LING 3610W Language and Culture
The submitter of the course LING 3610W Language and Culture has provided the main form, the CA2 and CA4 forms, supplemental A, W competency form, and five sample syllabi (F15, S16, F17, F18, and F19). The course is taught by full-time faculty, graduate assistants, and postdoctoral researchers. All sections use approximately the same syllabi and similar course requirements: papers, reviews, presentations, and class participation. The course is very similar to the originally approved course proposal. The course objectives emphasize the relationship between language and cultures, and developing an understanding of how social groups use language to exclude others and to promote their own agenda, fulfilling Criteria 1 (“the varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity”) and 5 (“the dynamics of social, political, and/or economic power”). The course compares issues in different cultures meeting the international requirement.
MUSI 1003 Popular Music and Diversity in American Society
The submitter of the course MUSI 1003 Popular Music and Diversity in American Society has provided the main form, the supplemental criteria area form, the specific CA1 and CA4 forms, and various sample course syllabi (Spring 2018, Fall 2019, from both Storrs and Hartford campus offerings). The course is taught by full-time faculty and adjuncts, at both the Storrs and Hartford campuses. It is very similar to the originally approved proposal, and the sample syllabi show that the three instructors of record have coordinated their personal versions of the course in an acceptable way, covering the material in coherent fashion, and with substantially similar requirements among the sections for exams, readings and listening assignments, written assignments, and classroom participation requirements. The submitter articulates well how the broad goals of general education are fulfilled in the course. To meet CA4 Criteria, the course content includes “diverse racial, ethnic, gender, social and geographic groups… and consideration of the differing values embodied in their musics, fulfills the emphasis on varieties of human experience and creativity.” Further, an “emphasis on minority groups whose music has often functioned as personal and group protests against prejudice and oppression will increase sensitivity about human-rights issues” thus fulfilling Criteria 1 thru 5.

RESULT: The course aligns with CA4 criteria.

NURS 2175 Global Politics of Childbearing and Reproduction
The submitter of the course NURS 2175 Global Politics of Childbearing & Reproduction has provided the main form, CAR form, the specific CA1 and CA4 forms, and supplemental A. No syllabus was reviewed. The course is taught by full-time faculty only. All sections use the same syllabi and course assignments. The course objectives include: “describing reproduction & childbearing practices within multiple social, historical, and political contexts;” “identifying the political, social, and historical birth practices which affect global reproductive decisions and experiences;” and “demonstrating understanding of the relationship between social and political understandings of the reproductive body and cultural representations thereof”, fulfilling Criteria 1, 3, and 5. The international requirement is met by studying childbearing experiences outside of the U.S.

RESULT: The course aligns with CA4-INT criteria.

NUSC 1167 Food Culture and Society
The submitter for the course NUSC 1167 Food Culture and Society has provided the main form, the CA4 form, Supplemental A and six syllabi (two from F2019 and four from S 2019). This course is taught by full-time faculty, adjunct faculty and graduate assistants at the Storrs, Hartford, Waterbury and Stamford campuses. The Main Form states that individual instructors create syllabi, homework, exams, problem sets, and grading criteria independently; however, the syllabi submitted have similar goals and learning outcomes. The course fulfills the general education requirements and is similar to the originally approved course, but with some updated projects and assessments. The course examines “the social, cultural, and economic factors affecting food intake and nutritional status of different populations around the world;” “covers information about the food practices and health beliefs by individuals representative of various ethnic and cultural groups worldwide;” and address changes that have occurred
from human rights issues and migration. The course meets Criteria 1-4 and the International requirement.

RESULT: The course aligns with CA4-INT criteria.

Quantitative (Q) Competency
LING 2010Q The Science of Linguistics
The committee members agree that the course meets the first two Q criteria. It fulfills Criterion 2 by including formal abstract structures. There was a discussion about whether the course meets Criterion 3: “Courses should require the student to understand and carry out actual mathematical and/or statistical manipulations and relate them to whatever data might be provided in order to draw conclusions….” One committee member enquired whether Criterion 3 calls for the development of the student’s ability in both deductive and inductive reasoning. While the course clearly provides student training in deductive reasoning, it is unclear whether it does so in inductive reasoning. The committee elaborated on the issue and reached consensus that Criterion 3 does not specifically require training in different modes of reasoning. The committee voted to unanimously approve the course.

RESULT: The course aligns with Q criteria.

MUSI 3371Q Twentieth Century Theory and Analysis
The committee members feel that none of the Q criteria is met. The only “Q” flavor of the course seems to be in the use of “modulo 12 arithmetic,” which is basic algebra. In the class objectives stated in the syllabus, there is no mention of Q objectives and the final project does not require the student to understand or carry out actual mathematical and/or statistical manipulation. In fact, in Competency Form B, the proposer says in so many words that none of the criteria is fulfilled and opines “students in the Music Department would be better served by fulfilling their Q competency requirements in courses outside of the Music Department.”

RESULT: The course does NOT align with Q criteria.

PHYS1501Q Physics for Engineers I
All committee members agree that the course clearly meets the three Q criteria. The course is calculus-based and the Q requirements are clearly spelled out in the syllabus of the course.

RESULT: The course aligns with Q criteria.

Writing (W) Competency
ARE 3261W Writing in Food Policy
- The W instructional staff is “qualified PhD level graduate students who have demonstrated both pedagogical skills and a high writing acumen.”
- Students are required to write 15 pages revised prose for this course in the form of a scholarly article in the field.
• Writing as a topic of study is described at length in the alignment document but is less visible on the syllabus. The syllabus is a good place to add some introductory notes on writing in the discipline for students.

• Structure and content of writing assignments has not changed substantially since 2008 (as the alignment document informs us), but the course has given much more attention to the typical processes of writing, including topic invention, drafting, and revision. The course now breaks down the writing practices on formal lines: students submit discrete components of introduction, literature review, discussion/debate, policy recommendation, and conclusion.

• Students receive more frequent and substantial feedback from both peers and instructor using this “modular” and form-driven approach.

• The structure of supervision of student writing is noted.

• Course is capped at 19 students (so all may receive substantial support for and feedback on their writing).

• Students are advised that they must earn a D or better on writing assignments to pass the course (a variation on the “F Clause” that conveys the same information).

RESULT: The course aligns with W criteria.

ARTH 3560W History of Photography, WW1-Present

• The course was submitted for a revision through the CAR system in 2013; the title of the course was revised, which was referred to as an “editorial change” in GEOC records.

• Students are required to work in groups of three to “research, draft, revise, and submit to Wikipedia an entry on a female photographer.” The assignment itself is relevant and important, yet the syllabus does not make clear how the existing “W” labor measure is met (the 15-page requirement) by individual students. In groups of three, the individual requirement of fifteen pages would mean that together the students generate 45 pages of revised, polished prose. That measure doesn’t appear, nor does a word count, which would make sense for a Wikipedia article given its genre and platform (45 pages would be equivalent to about 12,500 words of revised, polished prose). The Alignment document submitted states that the 15-page requirement is on the syllabus, but none of the committee members could find it on the syllabus provided. The syllabus also includes writing as “discussion posts” and a “short essay,” and there is a due date on the schedule for a “draft + peer review” for the Benton essay, but no revision date is noted, so the loop is not closed.

• Although revision is mentioned twice in a paragraph listing components of the writing process, the syllabus doesn’t explain how students cycle feedback and revision. Presumably the “in-class workshops” in the schedule (Week 7) would feature revision with peer feedback and possibly instructor’s “live” feedback in class, but where the feedback comes from is not explicitly stated. What role does the instructor play in this feedback? The structure of supervision is not noted. Public participation in critique in a Wikipedia article could play an important role, but it is not mentioned as part of the project or writing instruction.

• Course does not mention cap of 19, nor does the 2013 CAR revision.

RESULT: The course does NOT align with W criteria.

ENGL 1616W Major Works of English & American Literature

• Students are required to write fifteen pages of revised prose in the form of three essays of varying length (added the ranges; meets standard).
• While the CAR and Alignment document note that the topic of writing is addressed, the sample syllabi provided do not uniformly (or even diversely) engage with “writing.” In one of the syllabi, writing as a topic of study is only present in the list “develop writing skills, such as drafting, revising, clear argumentation and explanation, etc.” Or, on another syllabus, “we will spend time every week discussing and practicing strategies for effective college writing with a weekly assignment from the textbook They Say/I Say. Beyond that, writing is not articulated as an object of study in some of the syllabi.

• The Alignment document notes that revision is a core practice in ENGL 1616W, although the cycles of feedback and revision are not always clear, as the Alignment document itself suggests. We would argue it’s a misuse of the Writing Center when a course says that the WC is the only source of feedback for revision. In W courses, the Writing Center can be a partner, but not a substitute for in-class feedback from both peers and instructors.

• Students are advised that they must submit and earn passing grades on pass the course (a variation on the “F Clause” that conveys the same information).

• The relationship between writing and learning in the course is not clearly articulated.

• Course is capped at 19 students.

RESULT: The course aligns with W criteria; however, the subcommittee suggests that the syllabi should be more consistent across the different sections.

HIST 3101W History through Fiction

• Students are required to write fifteen pages of revised prose in the several different forms of three essays of varying length

• Advanced graduate students who teach W courses must go through W training in addition to our required HIST 5103: Teaching History class

• Each instructor determines the specific writing assignments most appropriate to the structure of the course and the students taking it. In all versions, successful and thoughtful revision of writing assignments, incorporating and responding to feedback, is necessary to pass the course.

• The original proposal isn’t very specific, but it is likely that the processes have changed, especially given that revisions are now required rather than optional. A variety of feedback processes are employed, including peer review, written or typed comments, individual conferences, and combinations of those techniques.

• One syllabus aligns well with the intention and logistics of the W course; two others do not comply with W course criteria (missing discussion of the relation between writing and learning; little articulation of writing instruction, no “F-clause,”).

• Alignment documents confirm course caps; one syllabus mentions “small, seminar class.”

• The committee members believe several syllabi from History 3101W will need revision to align with the W Competency requirements enumerated in the W Competency “Criteria.” Two of the syllabi are significantly out of alignment. Because the submitted Alignment documents suggest most instructors are advanced graduate students, we believe the GEOC committee could further consider the W Subcommittee recommendations about “Faculty Learning Community” affiliation for all graduate students teaching W courses.

RESULT: The course does NOT align with W criteria.
LING 3601W Language and Culture

- The alignment statement articulates the course well and integrates the W components in a succinct statement: “emphasis is placed on how writing is a crucial part of developing and clarifying thoughts and theories; therefore, feedback addresses content and argumentation as well as textual organization and prose.”
- Students are required to write between fifteen and eighteen pages of revised prose in the several different forms of three essays of varying length.
- Some syllabi have more explicit discussion of writing-in-process, revision, how the cycles of feedback and revision contribute to students’ project, and make explicit the relations between writing and learning in the course (the alignment form statement does this the best). All syllabi, however, do meet the threshold.
- Each syllabus clearly articulates the projects that cumulatively meet the fifteen-page requirement.
- “F-clause” clearly stated in all syllabi.

RESULT: The course aligns with W criteria.

MUSI 3401W Music, History, and Ideas

- One syllabus has much-outdated prerequisites in FYW courses (ENGL 105 or 110 or 111 or 250), which leads to confusion over whether a student should be given instructor consent to enroll in the course.
- That same syllabus is a single page that notes “students will receive detailed scrutiny from the instructor, and the final version, in which the student will respond to the instructor’s comments on the first version. Writing instruction will be given in the form of written and oral commentary on assignments, individual conferences, and classroom instruction on such general issues as citation practices, plagiarism etc.; in addition, a research and writing guide appropriate to the field may be assigned as a required text for purchase.”
- A more recent syllabus (Spring 2019) does not have any learning objectives that are explicitly about “writing” itself.
  - Committee members were confused by the heading that conflates academic integrity and religious observances (not related even in the description under that heading).
  - The research essay evidently goes through two drafts, but it is listed as 12-15 pages in length; the shorter essays do not evidently undergo revision, and thus the assigned writing doesn’t strictly comply with the minimum of fifteen pages of revised, polished prose.
  - This syllabus does not include an “F-clause.”

RESULT: The course does NOT align with W criteria.

NURS 3715W Nursing Leadership

- Two of the three sample syllabi are not aligned with current W competency standards.
- The syllabus from Fall 2019 does not have a learning objective that includes writing.
- The syllabus points readers to “see individual writing section instructor’s criteria for feedback. Feedback for classroom quizzes and assignments is 48 hours. To keep track of your performance in the course, refer to My Grades in Husky CT.” The individual writing instructors criteria and explanation for the cycles of feedback and revision are not articulated in the current syllabus.
F-clause is stated in only the Fall 2019 syllabus.
The relationship between writing and learning in the course is not articulated in the syllabi. The writing assignments appear to be discipline specific, but the relationship between learning and writing needs to be stated clearly.

RESULT: The course does NOT align with W criteria.

**NUSC 4296W Senior Thesis in Nutrition**
- The syllabus provided for NUSC 4296 notes that the writing required in this course will represent “the culmination of the Honors research experience”. It requires the student to articulate the research question posed, describe the procedures followed and the results found, and then interpret them all in the context of the existing literature.
- Fifteen or more pages of revised, polished prose are to be produced in “several different forms of three essays of varying length.”
- Instruction and feedback are described as Instruction “individually based, as the student goes through multiple cycles of review and revision, under the direction of his/her honors thesis advisor.”
- The F-clause is included in “the end product will be a minimum of 15 pages and will determine the entire grade for the course. Therefore failing the W component inevitably means failure in the course.”

RESULT: The course aligns with W criteria.

**PHYS 4096W Research Thesis in Physics**
- Students in PHYS 4096 produce a thesis-length study that should be at the level of one found in a “peer-reviewed journal.” Fifteen pages of revised polished prose is implied in this statement, but that threshold is not expressly stated in the syllabus.
- The sample syllabus provides an exemplary articulation of the role of writing: “The writing of the thesis will enhance the student's learning and understanding the scientific content of the results, since during the writing the student will have to practice the skill of explaining to a less specialized audience the intricate points and conclusions reached by the research being described.”
- Writing instruction is student-centered “During [which] the student is led to understand the ramifications and connections of his or her research relative to other areas of research, and hence gain a better understanding of the basic points of the results.”
- The cycles of feedback and revision are described as “structured around the one-on-one meetings between the student and the professor,” and a final oral presentation which may include further feedback from peers and other instructors.
- An “F-clause” is implied but not explicitly stated in the syllabus.

RESULT: The course mostly aligns with W criteria, but the syllabus requires some minor emendations to fully state the fifteen-page threshold and the “f-clause.”

**PP 3020W Cases in Public Policy**
The Public Policy syllabus offers a cogent argument against using “page count” thresholds: “Even students that write well as undergraduates sometimes have trouble mastering professional writing. Undergraduate writing assignments typically have minimum page requirements. Students have the incentive to stretch their papers through flowery and convoluted prose. Professional writing requires direct, clearly reasoned, and succinctly stated arguments.”

- The relationship between writing and learning in the course is clear.
- The schedule itself shows when drafts are due and feedback is offered, and the cycles of feedback and revision are mentioned in the syllabus.
- The F-Clause is clearly stated.

**RESULT:** The course aligns with W criteria.

**PVS 3094W Seminar**

- The relationship between writing and learning in the course is succinctly stated in “the purpose of this 2 credit class is to provide a writing-intensive experience primarily for Pathobiology & Veterinary Science majors that will permit them to develop their writing skills within the context of the discipline.”
- The “research paper” goal further elaborates on the relation between learning and writing as it is to “provide the opportunity for students to learn more extensively about a specific topic area by writing a literature review on the subject.
- The writing assignments fulfill the fifteen-page rule.
- Feedback is provided to students during an individual conference with the instructor.
- The F-Clause is implied by the weighted grade breakdown, but is not explicitly stated.

**RESULT:** The course mostly aligns with W criteria, but the sample syllabus requires a minor emendation in the form of adding the “F-Clause.”

**WGSS 3253W Gender Representations in U.S. Popular Culture**

- Students are required to write fifteen to seventeen pages of revised prose through essays of varying length.
- The sample syllabus provided includes a copy of the W competency requirements copied from the W website, but there is no further articulation of, for example, the relationship between writing and learning in the course.
- The cycles of feedback and revision are only obliquely mention in the statement: “I will make every effort to provide feedback and grades in seven days from the time you hand in the assignment. To keep track of your performance in the course, refer to My Grades in HuskyCT.”
- A second sample syllabus (no instructor listed) does not have learning objectives that include writing except for the copied “components” of the W Competency from the GEOC website.
- The cycles of feedback and revision on the second sample syllabus are generally defined as “The structure of revision and supervision may vary, including in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.” These notes do not suggest which formats will be used in which circumstances.

**RESULT:** The course does NOT align with W criteria. The subcommittee recommends Sherry Zane’s W syllabus, posted on the CETL website as a model.
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, David Ouimette, Alejandro Rodriguez (Student Rep), Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Gina Stuart, Jennifer Terni, Manuela Wagner, Michael Zhu (Student Rep)

From the 4/8/2020 and 4/22/2020 meetings
Curricula & Courses Committee Member
*Eric Schultz, Chair, Ecology and Evolutionary Biology
*Kate Fuller, UConn Libraries
*Manuela Wagner, Chair of GEOC (Ex-Officio)
Alana Adams, School of Business, Academic Advisory Center
Mark Brand, Plant & Landscape Architecture
John Chandy, Electrical and Computer Engineering
Marc Hatfield, Registrar’s Office
Matt McKenzie, History, Avery Point Campus
George Michna, Neag, Director of Assessment, Accountability, and Accreditation
David Ouimette, Institute for Student Success
Sharyn Rusch, CLAS Academic Services
Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL(Ex-Officio)
Steve Stifano, CLAS
Gina Stuart, Admissions Office
Julia Yakovich, CETL, Service Learning Initiatives
Terra Zuidema, Registrar’s Office (alternate)
Two Undergraduate Students – to be named in fall 2020

Diversity Committee Members
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*Clarissa Ceglio, SFA, Digital Media and Design
*Maria-Luz Fernandez, CAHNR
*Diane Lillo-Martin, CLAS, Linguistics
*Micki McElya, CLAS, History
*TBD, Associate Vice President for Diversity and Inclusion & Chief Diversity Officer
Edith Barrett, Public Policy, Hartford Campus
Tom Bontly, CLAS
Clewiston Challenger, Neag
Julie Guild, Human Resources
Christina (Rivera) Irizarry, Institute for Student Success
Maryann Markowski, OVPR’s Office
Kim McKeown, Center for Students with Disabilities
George McManus, Avery Point
Sandeep Mishra, IT, Senior Computer Analyst
Willena Price, African American Cultural Center
Aida Silva, Admissions Office
Cindy Tian, CAHNR, Animal Science
Anastasios Tzingounis, CLAS, Physiology & Neurobiology
Two Undergraduate Students – to be named in fall 2020
One Graduate Student – to be named in fall 2020
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*Tom Deans, CLAS*
*Masha Gordina, CLAS*
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*Susana Ulloa, ISS Academic Program Center*
*Tracie Borden, Waterbury Campus*
*Miranda Davis, CLAS*
*Nathan Fuerst, Vice President for Enrollment Planning & Management (Ex-Officio Member)*
*Eva Gorbants, School of Fine Arts Academic Advisory Center*
*Vern Granger, Office of Admissions*
*Mansour Ndiaye, CLAS Academic Services*
*Syam Nukavarapu, Engineering*
*Brian Rockwood, Registrar’s Office*

*Two Undergraduate Students – to be named in fall 2020*

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*Kathleen Holgerson, Women’s Center*

*Lewis Gordon, Philosophy*
*Girish Punj, Marketing*
*Martina Rosenberg, CETL*

*John Volin, Vice Provost for Academic Affairs, Ex-Officio member*

*Two Undergraduate Students – to be named in fall 2020*

*One Graduate Student – to be named in fall 2020*
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Carl Rivers, Office of the Registrar
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Two Undergraduate Students – to be named in fall 2020
One Graduate Student – to be named in fall 2020

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Two Undergraduate Students – to be named in fall 2020
One Graduate Student – to be named in fall 2020
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Katherine McCarthy, Admissions
Tina McCarthy, Student Health Services
Jennifer Morenus, PRLACC
Jennifer Gattilia Tibbetts, Registrar’s Office
*Two Undergraduate Students – to be named in fall 2020
*One Graduate Student – to be named in fall 2020

**University Budget Committee Members:**
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Jeffrey Crouse, Neag
Philip Mannheim, CLAS
Michael Morrell, CLAS
Lauren Slingluff, University Libraries
Paulo Verardi, CAHNR
*Two Undergraduate Students – to be named in fall 2020
*One Graduate Student – to be named in fall 2020
General Education Oversight Committee
Manuela Wagner, Chair (Fall 2019 – Spring 2022)
Eric Schultz, Senate Curricula & Courses (Ex-Officio)

Kelly Dennis, CA1 – Arts & Humanities
Jen Terni, CA1 – Literatures Cultures, and Language

Robert Day, CA2 – Social Sciences
Olivier Morand, CA2 – Social Sciences

George Gibson, CA3 – Science & Technology
Ali Gokirmak, CA3 – Science & Technology

Morty Ortega, CA4 – Diversity and Multiculturalism
Oksan Bayulgen, CA4 – Diversity and Multiculturalism

Kathleen Tonry, Environmental Literacy
Jason Vokoun, Environmental Literacy

Fabrice Baudoin, Quantitative Competency
Suman Majumdar, Quantitative Competency

Lisa Blansett, Writing Competency
Beth Ginsberg, Writing Competency

Tom Scheinfeldt, Information Literacy Competency
Brenda Brueggemann, Information Literacy Competency

Eduardo Urios-Aparisi, Second Language Competency
Michele Back, Second Language Competency
University Senate Executive Committee
May 4, 2020

Background:
The effects of the COVID-19 pandemic and the switch to online teaching are felt inequitably across the student body, depending on students’ ability to access resources for on-line learning, and disruptions have occurred to student life. In response to this distortion in the assessment process, the Senate has recently voted, in two separate electronic ballots to modify University Senate by-law II.E.3.b, Scholastic Standing, Grades, Pass-Fail Option, that substantially relax rules on students for the number of courses that can be taken by undergraduates with Pass-Fail grading and the deadline for making such an election. These changes are explicitly applicable as temporary measures for this semester only. The same rationale can apply to Scholastic Honors. In particular, one condition is that an undergraduate must be registered in a semester for 12 credits that are calculable for grade points to earn the Dean’s List designation, or must be registered over a year for 12 calculable credits to earn the Dean’s List (Part-time) designation. Undergraduates whose disabilities warrant the adjustment of carrying less than a full-time course load per semester can be eligible for Dean’s List. In this spirit, this motion relaxes the calculable credits rule qualification for Dean’s List for undergraduates for the Spring 2020 semester only.

II.F.1 Dean’s List
Current Rule:
Semi-annually the deans of the various schools and colleges shall issue a list of those full-time degree-seeking students who for the previous semester (a) were registered for at least twelve calculable credits, (b) received no mark below ‘C’ nor received a ‘U’ in any course, (c) earned at least a 3.0 semester grade point average, and (d) were in the upper quartile of their respective school or college.

Annually, at the conclusion of the Spring semester, the deans of the various schools and colleges shall issue a list of those degree-seeking students who did not attain full-time status at any time during the previous 12 months, but who, during this 12 month period (including summer and intersession sessions) (a) were registered for a total of at least twelve calculable credits, (b) received no mark below ‘C’ nor received a ‘U’ in any course, (c) earned at least a 3.0 grade point average, and (d) were in the upper quartile of their respective school or college based on the Spring data. [note: These students will receive the distinction: “Dean’s List (Part-time)”].

Proposed Modification to the Rule:

Semi-annually the deans of the various schools and colleges shall issue a list of those full-time degree-seeking students who for the previous semester (a) were registered for at least twelve calculable credits, (b) received no mark below ‘C’ nor received a ‘U’ in any course, (c) earned at least a 3.0 semester grade point average, and (d) were in the upper quartile of their respective school or college. Annually, at the conclusion of the Spring semester, the deans of the various schools and colleges shall issue a list of those degree-seeking students who did not attain full-time status at any time during the previous 12 months, but who, during this 12 month period (including summer and intersession sessions) (a) were registered for a total of at least twelve calculable credits, (b) received no mark below ‘C’ nor received a ‘U’ in any course, (c) earned at least a 3.0 grade point average, and (d) were in the upper quartile of their respective school or college based on the Spring data. [note: These students will receive the distinction: “Dean’s List (Part-time)”]. For Spring semester 2020 only, the calculable credits required to qualify for Dean’s List are reduced to six and for Dean’s List (Part-time) are reduced to nine.
Semi-annually the deans of the various schools and colleges shall issue a list of those full-time degree-seeking students who for the previous semester (a) were registered for at least twelve calculable credits, (b) received no mark below ‘C’ nor received a ‘U’ in any course, (c) earned at least a 3.0 semester grade point average, and (d) were in the upper quartile of their respective school or college. Annually, at the conclusion of the Spring semester, the deans of the various schools and colleges shall issue a list of those degree-seeking students who did not attain full-time status at any time during the previous 12 months, but who, during this 12 month period (including summer and intersession sessions) (a) were registered for a total of at least twelve calculable credits, (b) received no mark below ‘C’ nor received a ‘U’ in any course, (c) earned at least a 3.0 grade point average, and (d) were in the upper quartile of their respective school or college based on the Spring data. [note: These students will receive the distinction: “Dean’s List (Part-time)”]. For Spring semester 2020 only, the calculable credits required to qualify for Dean’s List are reduced to six and for Dean’s List (Part-time) are reduced to nine.