The Agenda for this meeting is as follows:

1. Election of Moderator and Secretary
2. Land Acknowledgement Statement
3. Introduction of Senators
4. Approval of Minutes of May 4, 2020 University Senate meeting
5. Report of the President
   Presented by President Tom Katsouleas
6. Report of the Senate Executive Committee
   Presented by SEC Chair Carol Atkinson-Palombo
7. Consent Agenda Items:
   Report of the Senate Curricula and Courses Committee
8. Enrollment Update
   Presented by Nathan Fuerst, Vice President, Enrollment Planning and Management

11. New Business

SENATE EXECUTIVE COMMITTEE

Carol Atkinson-Palombo, Chair
Rajeev Bansal
Gary English
Deb Kendall
Angela Rola
Eric Schultz
Pam Bramble
Nafis Fuad
Gustavo Nanclares
Will Schad
Manuela Wagner

This meeting is available to the public via the UConn’s YouTube channel. (YouTube.com and search UConn)
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I. The Senate Curricula and Courses Committee recommends ADDITION the following 1000- or 2000-level courses:

A. HIST/AAAS 2102 The Pacific in World History (#14414) [New CA1-c, CA4-INT – GOC Approved]
   
   Proposed Catalog Copy
   HIST 2101. The Pacific in World History
   Also offered as: AAAS 2101
   3.00 credits
   Recommended preparation: HIST 1201 and 2100. Not open for credit to students who have passed HIST 3098 or AAAS 3998 when offered as “The Pacific in World History.”
   Grading Basis: Graded
   The Pacific Ocean as a lens for thinking about modern history. Topics include the flow of people, ideas, goods, elements of nature (such as whales and bird guano), and technology among the nations and peoples of the Pacific World; and the impact of colonialism, war, decolonization, and the Cold War on the history of the region and the fortunes of indigenous peoples. Sources include scholarly works, government documents, diaries, and literature. CA 1. CA 4-INT.

   AAAS 2101. The Pacific in World History
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II. The Senate Curricula and Courses Committee recommends REVISION the following 1000- or 2000-level courses:

A. COMM 2310/W Media Literacy and Criticism (#15847) [Revise level and prereqs – GOC Approved]
   
   Current Catalog Copy
   COMM 2310. Media Literacy and Criticism
   3.00 credits
   Prerequisites: COMM 1000; open to sophomores or higher. Recommended preparation: COMM 1300 or 3400 or 3600.
   Grading Basis: Graded
History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

COMM 2310W. Media Literacy and Criticism
3.00 credits
Prerequisites: COMM 1000; ENGL 1010 or 1011 or 2011; open to sophomores or higher.
Recommended preparation: COMM 1300 or 3400 or 3600.
Grading Basis: Graded
History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

Revised Catalog Copy
COMM 3310. Media Literacy and Criticism
3.00 credits
Prerequisites: COMM 2300 (formerly 3300) or 2600 (formerly 1300).
Grading Basis: Graded
Formerly offered as COMM 2310. History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

COMM 3310W. Media Literacy and Criticism
3.00 credits
Prerequisites: COMM 2300 (formerly 3300) or 2600 (formerly 1300); ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Formerly offered as COMM 2310. History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

B. HIST/CAMS 2020 Pyramids, Pirates, and the Polis: The Ancient Mediterranean (#9976) [Add CAMS cross-listing]

Current Catalog Copy
3.00 credits.
Prerequisites: None
Grading Basis: Graded
Political and intellectual history of the civilizations that emerged around the ancient Mediterranean, including the Near East, Egypt, Greece, and Rome, with emphasis on their interactions and influences. CA 1. CA 4-INT.
Revised Catalog Copy
Also offered as: CAMS 2020
3.00 credits
Prerequisites: None
Grading Basis: Graded
Political and intellectual history of the civilizations that emerged around the ancient Mediterranean, including the Near East, Egypt, Greece, and Rome, with emphasis on their interactions and influences. CA 1. CA 4-INT.

Also offered as: HIST 2020
Prerequisites: None
3.00 credits
Grading Basis: Graded
Political and intellectual history of the civilizations that emerged around the ancient Mediterranean, including the Near East, Egypt, Greece, and Rome, with emphasis on their interactions and influences. CA 1. CA 4-INT.

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

A. EEB 3200W Writing in Evolutionary Biology (#15719) [W]
   Proposed Catalog Copy
   EEB 3200W. Writing in Evolutionary Biology
   2.00 credits
   Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; EEB 2245/W or permission of the instructor.
   Grading Basis: Graded
   Critical engagement with primary research literature in evolutionary biology through written communication; skills in editing, revising, and peer feedback.

B. HEJS/HIST 3419 Jewish Responses to the Holocaust (#15290) [CA1-c, CA4-INT]
   Proposed Catalog Copy
   HEJS 3419. Jewish Responses to the Holocaust
   Also offered as: HIST 3419
   3.00 credits
   Prerequisites: None
   Grading Basis: Graded
   Interdisciplinary exploration of Jewish responses to the Holocaust. Examines social, religious, theological, political, cultural, psychological, and literary responses both during and after the Second World War. CA 1. CA 4-INT.

HIST 3419. Jewish Responses to the Holocaust
Also offered as: HEJS 3419
3.00 credits
Prerequisites: None
Grading Basis: Graded
Interdisciplinary exploration of Jewish responses to the Holocaust. Examines social, religious, theological, political, cultural, psychological, and literary responses both during and after the Second World War. CA 1. CA 4-INT.

IV. 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. ARTH/HRTS 3575 Human Rights and Visual Culture (#8416) [Revise title and description; add CA1]

Current Catalog Copy
ARTH 3575. Human Rights and Visual Culture
Also offered as: HRTS 3575
3.00 credits. Three hours of lecture.
Prerequisites: Open to sophomores or higher.
The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19th century birth of photography to 21st century social media.

HRTS 3575. Human Rights and Visual Culture
Also offered as: ARTH 3575
3.00 credits. Three hours of lecture.
Prerequisites: Open to sophomores or higher.
The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19th century birth of photography to 21st century social media.

Revised Catalog Copy
ARTH 3575. Human Rights, Digital Media, Visual Culture
Also offered as: HRTS 3575
3.00 Credits.
Prerequisite: Open to juniors or higher.
The problematics of digital media and visual representation in conceptualizing, documenting, and visualizing human rights and humanitarian issues. CA 1.

HRTS 3575. Human Rights, Digital Media, Visual Culture
Also offered as: ARTH 3575
3.00 Credits.
Prerequisite: Open to juniors or higher.
The problematics of digital media and visual representation in conceptualizing, documenting, and visualizing human rights and humanitarian issues. CA 1.
B. COMM 3600/W New Communication Technologies (#15852) [Revise prereqs; add W version]

*Current Catalog Copy*

COMM 3600. New Communication Technologies
3.00 credits
Prerequisites: COMM 1300; open to juniors or higher. Recommended preparation: COMM 3300.
Grading Basis: Graded
An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

*Revised Catalog Copy*

COMM 3600. New Communication Technologies
3.00 credits
Prerequisites: COMM 2600 (formerly 1300)
Grading Basis: Graded
An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

COMM 3600W. New Communication Technologies
3.00 credits
Prerequisites: COMM 2600 (formerly 1300); ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

C. COMM 4200/W Advanced Interpersonal Communication (#15842) [Revise prereqs]

*Current Catalog Copy*

COMM 4200. Advanced Interpersonal Communication
3.00 credits
Prerequisites: COMM 1000 and 3200
Grading Basis: Graded
An advanced approach to interpersonal communication focusing on theories and their applications. Topics may include affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

COMM 4200W. Advanced Interpersonal Communication
3.00 credits
Prerequisites: COMM 1000 and 3200; ENGL 1010 or 1011 or 2011
Grading Basis: Graded
An advanced approach to interpersonal communication focusing on theories and their applications. Topics may include affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

Revised Catalog Copy
COMM 4200. Advanced Interpersonal Communication
3.00 credits
Prerequisites: COMM 2000 (formerly 3000) and COMM 2200 (formerly 3200)
Grading Basis: Graded
An advanced approach to interpersonal communication focusing on theories and their applications. Topics may include affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

COMM 4200W. Advanced Interpersonal Communication
3.00 credits
Prerequisites: COMM 2000 (formerly 3000) and COMM 2200 (formerly 3200); ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
An advanced approach to interpersonal communication focusing on theories and their applications. Topics may include affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

D. COMM 4220/W Small Group Communication (#15855) [Revise level and prereqs; add non-W version]
Current Catalog Copy
COMM 4220W. Small Group Communication
3.00 credits
Prerequisites: COMM 1000; ENGL 1010 or 1011 or 2011; open to juniors or higher.
Recommended preparation: COMM 3100 or 3200.
Grading Basis: Graded
Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

Revised Catalog Copy
COMM 3120. Small Group Communication
3.00 credits
Prerequisites: COMM 2100 or 2200 (formerly 3200).
Grading Basis: Graded
Formerly offered as COMM 4220W.
Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

**COMM 3120W. Small Group Communication**
3.00 credits
Prerequisites: COMM 2100 or 2200 (formerly 3200). ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations.

**E. COMM 4230/W Organizational Communication (#15849) [Revise level and prereqs; add W version]**

*Current Catalog Copy*
COMM 4230. Organizational Communication
3.00 credits
Prerequisites: COMM 3000 and either 3100 or 3200; open to juniors or higher.
Grading Basis: Graded
Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles.

*Revised Catalog Copy*
COMM 3110. Organizational Communication
3.00 credits
Prerequisites: COMM 2100 or 2200 (formerly 3200).
Grading Basis: Graded
Formerly offered as COMM 4230. Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles.

**COMM 3110W. Organizational Communication**
3.00 credits
Prerequisites: COMM 2100 or 2200 (formerly 3200).
Grading Basis: Graded
Formerly offered as COMM 4230. Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles.

**F. COMM 4330/W Children and Mass Media (#15850) [Revise level and prereqs; add W version]**

*Current Catalog Copy*
COMM 4330. Children and Mass Media
3.00 credits
Prerequisites: COMM 1000 and 1300; open to juniors or higher.
Grading Basis: Graded
Child development and the effects of mass media on young children. Educational television, frightening media, violent television, computer games, the Internet and media policy.

Revised Catalog Copy
COMM 3330. Children and Mass Media
3.00 credits
Prerequisites: COMM 2300 (formerly 3300).
Grading Basis: Graded
Formerly offered as COMM 4330. Child development and the effects of mass media on young children. Educational television, frightening media, violent television, computer games, the Internet and media policy.

COMM 3330W. Children and Mass Media
3.00 credits
Prerequisites: COMM 2300 (formerly 3300); ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Formerly offered as COMM 4330. Child development and the effects of mass media on young children. Educational television, frightening media, violent television, computer games, the Internet and media policy.

G. EEB 3244W Writing in Ecology (#15670) [Revise Prereqs]

Current Catalog Copy
EEB 3244W. Writing in Ecology
2.00 credits
Prerequisites: ENGL 1010 or 1011 or 2011; EEB 2208 or 2244/W.
Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback.

Revised Catalog Copy
EEB 3244W. Writing in Ecology
2.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; EEB 2208 or 2244E or 2244WE or permission of the instructor.
Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback.

V. The Senate Curricula and Courses Committee recommends ADDITION of the following new 3000- and 4000-level S/U Graded Courses:

A. UNIV 4820 SYE Seminars (#15931)

Proposed Catalog Copy
UNIV 4820. SYE Seminar
1.00 credits
Prerequisites: Open only to seniors; permission of instructor required
Grading Basis: Satisfactory/Unsatisfactory
An overview of the transition to life beyond the University with a focus on life skill awareness and development including financial literacy, career readiness, and reflection on the meaning and value of the undergraduate experience. Each section will be open to select populations based on major or other affiliation and will have unique elements within assignments or in-class activities that are related to the specific entity.

VI. The Senate Curricula and Courses Committee recommends REVISION of the following existing 3000- and 4000-level S/U Graded Courses:

A. UNIV 4800 Senior Year Experience (#15723) [Revise description]

*Current Catalog Copy*
UNIV 4800. Senior Year Experience
1.00 credits
Prerequisites: Senior status.
Grading Basis: Satisfactory/Unsatisfactory
An overview of the transition to life beyond the University with a focus on life skill development, career preparation, reflection on the meaning and value of the undergraduate experience, and decision making in life after college. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). SM-12/10/12

*Revised Catalog Copy*
UNIV 4800. Senior Year Experience
1.00 credits
Prerequisites: Open only to seniors.
Grading Basis: Satisfactory/Unsatisfactory
An overview of the transition to life beyond the University with a focus on life skill awareness and development including financial literacy, career readiness, and reflection on the meaning and value of the undergraduate experience.

VII. Other Business

A. The Senate Curricula and Course Committee recommend adoption of the following “Second Language Competency Description and Learning Goals”

**DEFINITION OF SECOND LANGUAGE COMPETENCY**
Second Language Competency allows students to utilize communication skills and (inter)cultural awareness for effective participation in local, regional, and international contexts. Learning a second language has been proven to have a lifelong impact on developing learning skills, abstract thinking, cognitive and neural flexibility. It sharpens skills in one’s first language and develops the critical thinking and understanding needed to navigate multicultural, multilingual societies in the US and elsewhere. Thus, learning a second language positively influences professional opportunities after graduation.

The second language competency requirement can be completed by taking classes in the wide variety of languages currently offered at the University of Connecticut’s Departments of Literatures, Cultures, and
Languages and Linguistics, including American Sign Language, Arabic, Chinese, Italian, French, German, Greek (Modern and Ancient), Irish, Japanese, Korean, Latin, Portuguese, or Spanish. Students are strongly encouraged to take two consecutive semesters of the language in order to closely follow the developmental process of language learning.

SECOND LANGUAGE COMPETENCY: LEARNING GOALS

After successfully completing the exit requirements (see below), students will be able to:

- Respond to simple, direct questions or requests for information; ask formulaic questions, and negotiate meaning by relying heavily on learned phrases in the second language, as befitting a novice high level of competency according to the American Council of Teachers of Foreign Language (ACTFL);
- Show sensitivity toward and awareness of cultural differences;
- Show awareness of similarities between the first and second languages;
- Use the language to make connections and comparisons with other languages and cultures, past and present; and
- Use the language to broaden and deepen perspectives on major courses of study, career goals, and world events.

These goals are based on ACTFL’s World-Readiness Standards for Learning Languages, which establish proficiency levels on a scale from novice to superior, with specific measures of what individuals can do at each level. The ACTFL guidelines are continually revised, and our learning objectives follow these guidelines.

ENTRY EXPECTATIONS:
The admission requirement for second language skills is two years of study in a second language in high school or the equivalent. Students are strongly encouraged, however, to take three or more years of the same second language by the time they complete high school.

EXIT REQUIREMENTS:
Students meet the minimum requirement if admitted to the University having passed the third-year level of a single second language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if students have successfully completed the third-year high school-level course. With anything less than that, students must pass the second course in the first-year sequence of college level study.

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 5/6/2020 meeting