A regular meeting of the University Senate will be held on Monday, September 13, 2021 at 4:00 p.m. via WebEx
Meeting link sent directly to Senate Members
Public access link: https://ait.uconn.edu/university-senate-meeting/

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 April 26, 2021 University Senate meeting
5. Report of the President
   Presented by Interim President Andrew Agwunobi
6. Report of the Senate Executive Committee
   Presented by SEC Chair Del Siegle
7. Consent Agenda Items:
   Report of the Senate Curricula and Courses Committee
8. Report from Senate Scholastic Standards (presented by Senators Coulter and Fitch)
   PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.B.10, Academic Advising and Registration, 11.E.3.b, Pass-Fail Option
9. Enrollment Update
   Presented by Nathan Fuerst, Vice President, Enrollment Planning and Management
10. New Business

SENATE EXECUTIVE COMMITTEE

Del Siegle, Chair
Robert Bird
Laura Burton
Gary English
Mason Holland
Irio Schiano

Pam Bramble
Marisa Chrysochoou
Maria-Luz Fernandez
Angela Rola
Manuela Wagner
I. The Senate Curricula and Courses Committee recommends ADDITION of the following 1000- or 2000-level courses:

A. AFRA/COGS 2345 Language and Racism (#6877)
   
   Proposed Catalog Copy
   
   AFRA 2345. Language and Racism
   
   Also offered as: COGS 2345
   
   3.00 credits
   
   Prerequisites: Open to sophomores or higher. Recommended Preparation: One course in AFRA or COGS.
   
   Grading Basis: Graded
   
   Examines the relationships between language use, both historically and across the lifespan, and the social construction of race, racism, and racial identity, with particular emphasis on racial politics in the United States.

   COGS 2345. Language and Racism
   
   Also offered as: AFRA 2345
   
   3.00 credits
   
   Prerequisites: Open to sophomores or higher. Recommended Preparation: One course in AFRA or COGS.
   
   Grading Basis: Graded
   
   Examines the relationships between language use, both historically and across the lifespan, and the social construction of race, racism, and racial identity, with particular emphasis on racial politics in the United States.

B. ANTH 2200 Race and Human Biological Diversity (#6997)

   Proposed Catalog Copy
   
   ANTH 2200. Race and Human Biological Diversity
   
   3.00 credits
   
   Prerequisites: None
   
   Grading Basis: Graded
   
   An introduction to race and racism, concepts of racial difference, and the patterns of human biological variation. Special emphasis on understanding human biodiversity within historical, scientific, and social contexts.

C. HIST/AAAS 2688/W Foreign Relations of China Since 1949 (#5414) [Approved by GEOC for CA1 and W]
Proposed Catalog Copy

HIST 2688. Foreign Relations of China Since 1949
Also offered as: AAAS 2688
3.00 credits
Prerequisites: None
Grading Basis: Graded
A survey of China's foreign policy from the Cold War to the present, including its domestic politics, Communist ideology, economic reforms, and changing role in global affairs. CA 1.

HIST 2688W. Foreign Relations of China Since 1949
Also offered as: AAAS 2688W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
A survey of China's foreign policy from the Cold War to the present, including its domestic politics, Communist ideology, economic reforms, and changing role in global affairs. CA 1.

AAAS 2688. Foreign Relations of China Since 1949
Also offered as: HIST 2688
3.00 credits
Prerequisites: None
Grading Basis: Graded
A survey of China's foreign policy from the Cold War to the present, including its domestic politics, Communist ideology, economic reforms, and changing role in global affairs. CA 1.

AAAS 2688W. Foreign Relations of China Since 1949
Also offered as: HIST 2688W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
A survey of China's foreign policy from the Cold War to the present, including its domestic politics, Communist ideology, economic reforms, and changing role in global affairs. CA 1.

D. LLAS/HRTS 2450 Human Rights in Latin America (#3235)
Proposed Catalog Copy
HRTS 2450. Human Rights in Latin America
Also offered as: LLAS 2450
3.00 credits
Prerequisites: None. Not open for credit to students who have passed LLAS 3998 or HRTS 3298 when offered as “Human Rights in Latin America.”
Grading Basis: Graded
Fundamental concepts and recurrent challenges of human rights in Latin America.
LLAS 2450. Human Rights in Latin America
Also offered as: HRTS 2450
3.00 credits
Prerequisites: None. Not open for credit to students who have passed LLAS 3998 or HRTS 3298 when offered as “Human Rights in Latin America.”
Grading Basis: Graded
Fundamental concepts and recurrent challenges of human rights in Latin America.

E. NURS 1500 Introduction to Correctional Health Care (#3995) [Declined for CA2; only being added as a new course at this time]

Proposed Catalog Copy
NURS 1500. Introduction to Correctional Health Care
3.00 credits
Prerequisites: None
Grading basis: Graded
Health care delivery for persons involved in the United States correctional system at the individual, cultural, societal, and national level. Students will apply concepts and theories from the social and psychology sciences to develop critical thought about current health care access, delivery, and treatment in the correctional system.

F. SOCI 2260 Science, Medicine, and Race (#6336)

Proposed Catalog Copy
SOCI 2260. Science, Medicine, and Race
3.00 credits
Prerequisites: None. Recommended Preparation: SOCI 1001
Grading Basis: Graded
An introduction to science, medicine, and the construct of race. Employs a variety of scholarly literatures but centers on the social constructionist approach to race. Topics may include colonialism, eugenics, and Darwinism; notions of biology and species; the causes and consequences of health inequities across the color-line; genetic and genomic research; and DNA and ancestry testing.

G. URBN 1400/W Site and Sound: Understanding Cities Through Popular Music (#5954)
[Approved by GEOC for CA2, CA4, W]

Proposed Catalog Copy
URBN 1400. Site and Sound: Understanding Cities Through Popular Music
3.00 credits
Prerequisites: None
Grading Basis: Graded
Examination of urban issues and trends like race, gender, class, sexuality, place attachment, politics, economics, environmentalism, and social activism by interpreting the lyrics and videos of popular music. CA 2. CA 4.

URBN 1400W. Site and Sound: Understanding Cities Through Popular Music
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Examination of urban issues and trends like race, gender, class, sexuality, place attachment, politics, economics, environmentalism, and social activism by interpreting the lyrics and videos of popular music. CA 2. CA 4.

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

A. CE 2211 Engineering Economics I (#5814) [Revise prereqs]
   Current Catalog Copy
   CE 2211. Engineering Economics I
   1.00 credits
   Prerequisites: Open only to CE and ENVE majors. Not open for credit to students who have taken CE 2210 or ENVE 2330. May not be taken out of sequence after passing CE 3220.
   Grading Basis: Graded

   Revised Catalog Copy
   CE 2211. Engineering Economics I
   1.00 credits
   Prerequisites: Open only to CE and ENVE majors. Not open for credit to students who have taken CE 2210 or ENVE 2330.
   Grading Basis: Graded

B. CHEM 1124Q Fundamentals of General Chemistry I (#4994) [Revise prereqs]
   Current Catalog Copy
   CHEM 1124Q. Fundamentals of General Chemistry I
   4.00 credits
Prerequisites: Not open to students who have passed CHEM 1127Q, 1137Q, or 1147Q. Students who have passed CHEM 1122 will receive 2 units for CHEM 1124Q. Recommended preparation: MATH 1011Q 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 1127Q, 1137Q, or 1147Q. Students who have passed CHEM 1122 will receive only 2 credits, but 4 credits will be used for calculating the GPA. Recommended Preparation: MATH 1011Q 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.

C. CHIN 1111 Elementary Chinese I (#5537) [Revise prereqs]
Current Catalog Copy
CHIN 1111. Elementary Chinese I
4.00 credits
Prerequisites: Not open to students who have had three or more years of Chinese in high school. Cannot be taken for credit after passing CHIN 1101, 1102, 1103, 1104, 1112, 1113, 1114.
Grading Basis: Graded
Development of ability to communicate in Chinese, orally and in writing.

Revised Catalog Copy
CHIN 1111. Elementary Chinese I
4.00 credits
Prerequisites: Not open to students who have had three or more years of Chinese in high school. Students with prior knowledge of Chinese should contact the instructor or the program coordinator prior to registration. Cannot be taken for credit after passing CHIN 1101, 1112, 1113, or 1114.
Grading Basis: Graded
Development of ability to communicate in Chinese, orally and in writing.

D. DRAM 2130 History of Drama I (#3717) [Approved by GEOC to revise title, prereqs, and description]
Current Catalog Copy
DRAM 2130. History of Drama I
3.00 credits
Prerequisites: Not open for credit to students who have passed DRAM 2132. May not be taken out of sequence after passing 4711.
Grading Basis: Graded
Dramatic literature and theatre history from Classical Greece through the Spanish Golden Age, including an examination of non-western theatre traditions, especially Japanese. SM-11/9/09

Revised Catalog Copy
DRAM 2130. Histories of Drama and Performance I.
3.00 credits.
Prerequisites: Open to Dramatic Arts majors only. May not be taken out of sequence after passing DRAM 4711W.
Grading Basis: Graded
Dramatic literature and performance histories from various cultural traditions from the 5th century BCE through the 17th century.

E. DRAM 2131 History of Drama II (#3775) [Approved by GEOC to revise title, prereqs, and description]
Current Catalog Copy
DRAM 2131. History of Drama II.
3.00 credits
Prerequisites: None. Recommended preparation: DRAM 2130. Not open for credit to students who have passed DRAM 2133. May not be taken out of sequence after passing 4711.
Grading Basis: Graded
Dramatic literature and theatre history from the French Renaissance to Contemporary Theatre, including an examination of non-western theatre traditions, especially Chinese.

Revised Catalog Copy
DRAM 2131. Histories of Drama and Performance II.
3.00 credits.
Prerequisites: May not be taken out of sequence after passing DRAM 4711W. Recommended preparation: DRAM 2130. Open to Dramatic Arts majors only.
Grading Basis: Graded
Dramatic literature and performance histories from various cultural traditions from the 17th century to contemporary examples.

F. KINS 1100 Exercise and Wellness for Everyone (#7079) [Revise prereqs]
Current Catalog Copy
KINS 1100. Exercise and Wellness for Everyone
3.00 Credits
Prerequisites: Open only to students in Kinesiology programs.
Grading Basis: Graded
This course provides an overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships), specifically emphasizing the role that exercise plays in health promotion and disease prevention across the lifespan by presenting the impacts of exercise in multiple domains including leisure time, culture, community, careers, and the workplace.

Revised Catalog Copy
KINS 1100. Exercise and Wellness for Everyone
3.00 Credits
Prerequisites: None
Grading Basis: Graded
This course provides an overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships), specifically emphasizing the role that exercise plays in health promotion and disease prevention across the lifespan by presenting the impacts of exercise in multiple domains including leisure time, culture, community, careers, and the workplace.

G. KINS 2200 Introduction to Athletic Training (#7241) [Revise prereqs and description]

Current Catalog Copy
KINS 2200. Introduction to Athletic Training
3.00 credits
Prerequisites: Open only to Exercise Science majors with consent of instructor. May not be taken out of sequence after passing KINS 3212.
Grading Basis: Graded
Basic and essential elements of athletic training. Includes discussion of the sports medicine team, legal and research aspects of athletic training, organizational policies, administrative responsibilities, and policies and procedures.

Revised Catalog Copy
KINS 2200. Introduction to Athletic Training
3.00 credits
Prerequisites: None
Grading Basis: Graded
This course is an introduction to basic principles of the athletic training profession. Content includes history of the athletic training profession, sports medicine team concepts and applications, environmental influences, health assessment screenings, basic injury and illness assessment, management and treatment, protective equipment, strength and conditioning concepts, and health risks related to the physically active. An overview of athletic training professional organizations and the role the athletic trainer plays in the health care system is introduced. Risk factors associated with blood-borne pathogens (BBP) and common diseases that affect the active population are investigated. Concepts of universal precautions and BBP training will also be provided.
H. WGSS 1193 Foreign Study (#6777) [Revise title]

Current Catalog Copy

WGSS 1193. Foreign Study
1.00 - 6.00 credits | May be repeated for credit.
Prerequisites: None.
Grading Basis: Graded
May be repeated for credit. Consent of program director required, normally before the student's departure.

Revised Catalog Copy

WGSS 1193. International Study
1.00 - 6.00 credits | May be repeated for credit.
Prerequisites: None.
Grading Basis: Graded
May be repeated for credit. Consent of program director required, normally before the student's departure.

III. The Senate Curricula and Courses Committee recommends the DELETION of the following 1000- or 2000-level courses:

A. ENGL 1013W Technical Writing I (#4316)

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

A. ENGL 3015W Writing Across Cultures (#4576)

Proposed Catalog Copy

ENGL 3015W. Writing Across Cultures.
3.00 credits.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Investigation of linguistic diversity; how persuasion is used in conversations related to diverse linguistic issues. CA 4.

B. POLS 3413/W International Security (#5734)

Proposed Catalog Copy

POLS 3413. International Security
3.00 credits
Prerequisites: None
Recommended Preparation: POLS 1402
Theory and practice of international security. Topics include why groups use terrorism, why
states go to war, the emergence of humanitarian intervention, and the role of technology ranging
from nuclear weapons to computer viruses. CA 2.

POLS 3413W. International Security
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended Preparation: POLS 1402
Grading Basis: Graded
Theory and practice of international security. Topics include why groups use terrorism, why
states go to war, the emergence of humanitarian intervention, and the role of technology ranging
from nuclear weapons to computer viruses. CA 2.

V. 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. ARE 3261W Writing in Food Policy (#5815) [Revise level]
   Current Catalog Copy
   ARE 3261W. Writing in Food Policy
   1.00 credits
   Prerequisites: ARE 3260 must be taken concurrently; ENGL 1007 or 1010 or 1011 or 2011; open
to Resource Economics majors, others with instructor consent; Not open to students who have
passed ARE 3260W.
   Grading Basis: Graded
   A writing intensive course on issues related to food policy, integrated with course content in
   ARE 3260.

   Revised Catalog Copy
   ARE 2261W. Writing in Food Policy
   1.00 credits
   Prerequisites: ARE 2260 (may be taken concurrently) or 3260; ENGL 1007 or 1010 or 1011 or
   2011; open to Applied and Resource Economics majors, others with instructor consent.
   Grading Basis: Graded
   A writing intensive course on issues related to food policy, integrated with course content in
   ARE 2260. Formerly offered as ARE 3261W.

B. ARE 3434E Environmental and Resource Policy (#5834) [Revise level and description]
   Current Catalog Copy
   ARE 3434E. Environmental and Resource Policy
   3.00 credits
   Prerequisites: None.
Grading Basis: Graded
Economic and policy aspects of natural resource use and environmental quality issues. Designed for students with diverse departmental affiliations.

Revised Catalog Copy
ARE 2434E. Environmental and Resource Policy
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Emergence of environmental policies from the local, legal, and regulatory angles. Formalization and structure of environmental policy with a focus on the hurdles, design, and implementation of policy, particularly air and water policy. Suitable for all majors. Formerly offered as ARE 3434E.

C. DRAM 4135/W Period Studies in Theater (#3274) [Revise title]

Current Catalog Copy
3.00 credits. May be repeated for credit.
Prerequisites: DRAM 2130 and 2131; open to juniors or higher.
Grading Basis: Graded.
An in-depth examination of a major period or periods of theatre history and dramatic literature. Topics will vary. May be repeated for credit with a change in course content.

DRAM 4135W. Period Studies in Theatre.
3.00 credits. May be repeated for credit.
Prerequisites: DRAM 2130 and 2131; ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher.
Grading Basis: Graded.
An in-depth examination of a major period or periods of theatre history and dramatic literature. Topics will vary. May be repeated for credit with a change in course credit.

Revised Catalog Copy
DRAM 4135. Advanced Topics in Theatre and Performance.
3.00 credits.
Prerequisites: DRAM 2130 and 2131. Open to juniors or higher.
An in-depth exploration of theatre and performance studies. Topics will vary by semester, and may include performance trends or styles, periods in theatre history, or theoretical approaches to analyzing theatre and performance. May be repeated for up to 12 credits with a change in course content.

DRAM 4135W. Advanced Topics in Theatre and Performance.
3.00 credits.
Prerequisites: DRAM 2130 and 2131; ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher.

An in-depth exploration of theatre and performance studies. Topics will vary by semester, and may include performance trends or styles, periods in theatre history, or theoretical approaches to analyzing theatre and performance. May be repeated for up to 12 credits with a change in course content.

D. ECON 3431/W Public Finance (#5114) [Revise title and description]

*Current Catalog Copy*

ECON 3431. Public Finance
3.00 credits
Prerequisites: ECON 2201 or 2211Q.
Recommended preparation: ECON 1200 or 1202; MATH 1071 or 1110 or 1121 or 1131 or 1151.
Grading Basis: Graded

ECON 3431W. Public Finance
3.00 credits
Prerequisites: ECON 2201 or 2211Q; ENGL 1007 or 1010 or 1011 or 2011.
Recommended preparation: ECON 1200 or 1202; MATH 1071, 1110, 1121, 1131 or 1151.
Grading Basis: Graded

*Revised Catalog Copy*

ECON 3431. Public Economics
3.00 credits
Prerequisites: ECON 2201 or 2211Q.
Recommended preparation: ECON 1200 or 1202.
Grading Basis: Graded
The role of the government in the economy. Topics may include: government policies relating to environmental protection, healthcare, social security, and education; public choice theory; fiscal policy, finance, and taxation.

ECON 3431W. Public Economics
3.00 credits
Prerequisites: ECON 2201 or 2211Q; ENGL 1007 or 1010 or 1011 or 2011.
Recommended preparation: ECON 1200 or 1202.
Grading Basis: Graded
The role of the government in the economy. Topics may include: government policies relating to environmental protection, healthcare, social security, and education; public choice theory; fiscal policy, finance, and taxation.

E. GEOG 3500Q Geographic Data Analysis (#6036) [Revise credits]

*Current Catalog Copy*

GEOG 3500Q. Geographic Data Analysis
4.00 credits
Prerequisites: Open to juniors or higher.
Recommended preparation: 1000 level STAT course.
Grading Basis: Graded
An introduction to the use of quantitative methods in conducting research, with particular emphasis on the processing and analysis of geographic data.

*Revised Catalog Copy*

GEOG 3500Q. Geographic Data Analysis
3.00 credits
Prerequisites: Open to juniors or higher.
Recommended preparation: 1000 level STAT course.
Grading Basis: Graded
An introduction to the use of quantitative methods in conducting research, with particular emphasis on the processing and analysis of geographic data.

F. GEOG 4000W Capstone Seminar in Geography (#6779) [Revise prereqs]

*Current Catalog Copy*

GEOG 4000W. Capstone Seminar in Geography
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to junior or higher Geography majors, others by instructor consent.
Prerequisite or corequisite: one Geography course at the 3000 level or higher.
Grading Basis: Graded
Techniques for, and practice in, research, writing, citation, and data presentation in geography.

*Revised Catalog Copy*

GEOG 4000W. Capstone Seminar in Geography
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to junior or higher Geography or Geographic Information Science majors, others by instructor consent.
Prerequisite or corequisite: one Geography course at the 3000 level or higher.
Grading Basis: Graded
Techniques for, and practice in, research, writing, citation, and data presentation in geography and geographic information science.
G.  HIST/AAAS 3712 The Middle East Crucible (#4954) [Add AAAS cross-listing, CA1 & CA4-Int]

*Current Catalog Copy*

HIST 3712. The Middle East Crucible
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Twentieth-century issues in the Middle East heartland with analysis focusing on the Ottoman heritage, nationalism, Arab-Israeli and other conflicts, Islam, oil, water, rapid sociopolitical change, trends in development, super-power rivalries, and the search for identity, independence, and peace with justice.

*Revised Catalog Copy*

HIST 3712. The Middle East Crucible
Also offered as: AAAS 3712
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Twentieth-century developments in the Middle East, focusing on political Islam/Islamism, Orientalism, imperialism, the history of struggles for representative government, nationalism, the Israeli-Palestinian conflict, super-power rivalries, and the search for identity, independence, and peace with justice. CA 1. CA 4-INT.

AAAS 3712. The Middle East Crucible
Also offered as: HIST 3712
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Twentieth-century developments in the Middle East, focusing on political Islam/Islamism, Orientalism, imperialism, the history of struggles for representative government, nationalism, the Israeli-Palestinian conflict, super-power rivalries, and the search for identity, independence, and peace with justice. CA 1. CA 4-INT.

H.  MUSI 3371Q Twentieth Century Theory and Analysis (#7684) [Dropping the Q]

*Current Catalog Copy*

MUSI 3371Q. Twentieth Century Theory and Analysis
3.00 credits
Prerequisites: MUSI 3314 and 3321; open to juniors or higher.
With consent of instructor, MUSI 3321 may be taken concurrently.
Recommended preparation: A course in mathematics.
Grading Basis: Graded
Analytical techniques appropriate to selected styles of twentieth century music. Problems in twentieth century counterpoint and composition.

**Revised Catalog Copy**

**MUSI 3371. Twentieth Century Theory and Analysis**

3.00 credits

Prerequisites: MUSI 3314 and 3321; open to juniors or higher.

With consent of instructor, MUSI 3321 may be taken concurrently.

Recommended preparation: A course in mathematics.

Grading Basis: Graded

Analytical techniques appropriate to selected styles of twentieth century music. Problems in twentieth century counterpoint and composition.

I. **NURS 4230W Quality Improvement and Evidence Based Practice in Nursing (#4001) [Revise prereqs and description]**

**Current Catalog Copy**

**NURS 4230W. Quality Improvement and Evidence Based Practice in Nursing**

3.00 credits

Prerequisites: NURS 3205; and ENGL 1007 or 1010 or 1011 or 2011. Corequisite: NURS 3334 and NURS 3444, or NURS 3554 and NURS 3664

Grading Basis: Graded

Provides a framework for health care system change through evidence based practice and quality improvement (QI). Strategies for implementing evidence based practice (EBP) are addressed, including dissemination through writing. QI processes, use of information technology to monitor and evaluate quality indicators, and implementation of strategies to improve outcomes are addressed.

**Revised Catalog Copy**

**NURS 4230W. Quality Improvement and Evidence-Based Practice in Nursing**

3.00 credits

Prerequisites: C or better in NURS 3234; and ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Framework for health care system change through evidence-based practice and quality improvement (QI). Strategies for implementing evidence-based practice (EBP) are addressed. QI processes, use of information technology to monitor and evaluate quality indicators, and implementation of strategies to improve outcomes are addressed.

J. **POLS 3040 Power, Politics, and Art (#5874) [Add CA4-Int]**

**Current Catalog Copy**

**POLS 3040. Power, Politics and Art.**

3.00 credits

Prerequisites: Open to juniors or higher.
Grading Basis: Graded.
A study of power and politics through a survey of major political ideologies and their expression in art and architecture, in various past and present cultures, both as a means of political socialization and a tool of resistance and protest.

Revised Catalog Copy
POLS 3040. Power, Politics and Art.
3.00 credits
Prerequisites: Open to juniors or higher.
Grading Basis: Graded.
A study of power and politics through a survey of major political ideologies and their expression in art and architecture, in various past and present cultures, both as a means of political socialization and a tool of resistance and protest. CA 4-INT.

K. SOCI 3459/HDFS 3240/W Aging in American Society (#5215) [Removing HDFS cross-listing, revise title of SOCI, and add CA2 to SOCI]

Current Catalog Copy
SOCI 3459. Aging in American Society
Also offered as HDFS 3240
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Social gerontology: the role and status of older people in a changing society. May be used only once to meet the distribution requirements.

SOCI 3459W. Aging in American Society
Also offered as HDFS 3240W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open only to juniors or higher.
Grading Basis: Graded
Social gerontology: the role and status of older people in a changing society. May be used only once to meet the distribution requirements.

HDFS 3240. Aging in American Society
Also offered as SOCI 3459
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Social gerontology: the role and status of older people in a changing society. May be used only once to meet the distribution requirements.

HDFS 3240W. Aging in American Society
Also offered as HDFS 3459W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open only to juniors or higher.
Grading Basis: Graded
Social gerontology: the role and status of older people in a changing society. May be used only once to meet the distribution requirements.

_Revised Catalog Copy_
SOCI 3459. Aging and Society
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Sociological perspectives on the process of aging and the elderly population, including kinship relations, work and leisure, mental and emotional health issues, and policy issues that address the elderly. CA 2.

SOCI 3459W. Aging and Society
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open only to juniors or higher.
Grading Basis: Graded
Sociological perspectives on the process of aging and the elderly population, including kinship relations, work and leisure, mental and emotional health issues, and policy issues that address the elderly. CA 2.

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

A. SOWK 3700 Field Education I (#7261) [Revise grading to S/U]
_Current Catalog Copy_
SOWK 3700. Field Education I
3.00 credits
Prerequisites: Open only to Bachelor of Social Work students
Grading Basis: Graded
Students will be placed in field units in the community. They will engage in 200 hours of supervised field experience in generalist social work practice in the fall semester of their senior year.

_Revised Catalog Copy_
SOWK 3700. Field Education I
3.00 credits
Prerequisites: Open only to Bachelor of Social Work students
Grading Basis: Satisfactory/Unsatisfactory
Students will be placed in field units in the community. They will engage in 200 hours of supervised field experience in generalist social work practice in the fall semester of their senior year.

B. SOWK 3701 Field Education II (#7280) [Revise grading to S/U]

*Current Catalog Copy*

SOWK 3701. Field Education II
3.00 credits
Prerequisites: Open only to Bachelor of Social Work students
Grading Basis: Graded
Students continue their field placement in a field unit in the community. They will engage in 200 hours of supervised field experience in generalist social work practice in the spring semester of their senior year.

*Revised Catalog Copy*

SOWK 3701. Field Education II
3.00 credits
Prerequisites: Open only to Bachelor of Social Work students
Grading Basis: Satisfactory/Unsatisfactory
Students continue their field placement in a field unit in the community. They will engage in 200 hours of supervised field experience in generalist social work practice in the spring semester of their senior year.

VII. The University Interdisciplinary Courses Committee and the Senate Curricula & Courses Committee recommend ADDITION of the following new 3000- or 4000- courses:

A. UNIV 3098 Variable Topics (#6897)

*Proposed Catalog Copy*

UNIV 3098. Variable Topics
1.00 - 6.00 credits
Prerequisites: None.
Grading Basis: Graded
Current and emerging local/global topics of general interest to the university community. Open to all students. May be repeated for credit with a change in topic.

VIII. The University Interdisciplinary Courses Committee and the Senate Curricula & Courses Committee recommend ADDITION of the following new S/U graded courses:

A. UNIV 3088 Variable Topics (#6977)

*Proposed Catalog Copy*

UNIV 3088. Variable Topics
1:00-6:00 credits
Prerequisites: None.
Grading Basis: Satisfactory/Unsatisfactory
Current and emerging local/global topics of general interest to the university community. Open to all students. May be repeated for credit with a change in topic.

IX. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following courses for offering in intensive session:
   A. MARN/MAST 1001E The Sea Around Us (#N/A) [CA3, EL]
   B. PHIL 1106 Non-Western and Comparative Philosophy (#N/A) [CA1, CA4-Int]

X. Special Topics courses approved by the Senate C&C Chair for one offering:
   A. UNIV 1995 (Special Topics) Honors Human Flourishing (#6379)

Respectfully Submitted by the 20-21 Senate Curricula and Courses Committee: Eric Schultz (Chair), Alana Adams, Mark Brand, John Chandy, Kate Fuller, Marc Hatfield, Ben Keilty (Student Rep), Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Irene Soteriou (Student Rep), Steve Stifano, Gina Stuart, Manuela Wagner (Ex-Officio), Julia Yakovich, Terra Zuidema (Registrar Alternate)

AND

The 21-22 Senate Curricula and Courses Committee: Suzanne Wilson (Chair), Alana Adams, Mary Ann Amalaradjou, Tom Bontly, Mark Brand, Peter Diplock (ex-officio), Kate Fuller, Marc Hatfield, Dalton Hawie (Student Rep), Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Eric Schultz, Steve Stifano, Manuela Wagner (Ex-Officio), Julia Yakovich, Cindy Zhang (Sabbatical Fall ’21), Terra Zuidema (Registrar Alternate)

From the 4/19/21, 5/3/21, and 8/31/21 meetings.
A. Background:

Historically and before COVID-19, policies and practices were in place at the University of Connecticut to assist students who were facing challenges (e.g., personal or familial illnesses, death of family and next of kin, or serious academic difficulties). Faculty, advising staff, and other support offices worked with affected students using an existing portfolio or "tool-kit" of policies to address difficult situations and/or facilitate completion of work. Those policies and practices remain in place. However, temporary modifications were made to some of these University-wide policies to address COVID-specific impacts.

In Spring 2020, Fall 2020, and Spring 2021, Scholastics Standards Committee recommended -- and the Senate passed -- extensions to Pass-Fail and Withdraw deadlines to help students deal with the uncertainties and stresses related to COVID-19. Associated deliberations over 18 months allowed the SSC to delve into these policies/deadlines, through discussion with Financial Aid offices, Registrar, undergraduate advising, USG, and other offices. These efforts yielded critical insights, including which and how many students utilized the amended policies, and how advising networks perceived the initial impacts a year+ later. This information provides insight on unintended negative consequences of leniency changes (e.g., impacts on degree completion and post-graduate programs such as law/medical/dental/business school applications and other professional endeavors).

Since COVID-19 remains an active concern, SSC has performed further assessment of the Senate By-Laws associated with Pass-Fail and Withdrawal, looking to the fall 2021 semester as well as the longer term (in anticipation of ongoing stressors that P/F and W policies are intended to offset). We have two important findings to report:

1) The current deadlines for Pass-Fail and Withdraw in the Senate By-Laws appear to be arbitrary. SSC has found nothing to substantiate that the current deadlines for Pass-Fail (at the end of the 10th day of semester) or Withdraw (at the end of the 9th week of the semester) are sacrosanct, nor tied to Federal policy.

2) The extended deadlines over the past three semesters, while allowing students additional time to make decisions, have indeed had non-optimal consequences for:

   a) Our students, who were making decisions late in the semester under very stressful circumstances, potentially compromising grades in other courses, enrollment in sequential courses (where pre-recs were invalidated after Registration), and time to graduation (with associated expense);
b) our advising staff, who were charged with assisting students in these consequential grade-related decisions, and were inundated and stressed by managing late grade-related requests. Moreover, this led to delayed dismissal decisions, which are not advantageous to students;

c) our Registrar’s Office, who were tasked with processing a large volume of grade-related changes and dismissal decisions in a brief time window during end-of-semester holiday periods, adding stress to this critical staff.

With these factors in mind, SSC brings a proposal to extend, align, and standardize permanently the Pass-Fail and Withdraw deadlines.

This proposal was discussed and unanimously supported at the August 30, 2021 meeting by SSC, which includes faculty members from various Schools and Colleges, Mason Holland, (University Student Government, president), and individuals in staff positions throughout the university, including: Maureen Armstrong (Dean of Students Office), Karen Bresciano (Graduate School and Student Welfare Committee Chair), Erin Ciarimboli and colleagues (Enrichment Programs and Undergraduate Advising), Greg Bouquot (Registrar’s Office), Jen Lease-Butts (Enrichment Programs), Ellen Tripp (Student-Athlete Success Program), Christine Wenzel (Center for Students with Disabilities), and Sarah Croucher (Director of Academic Policy). We also note that our proposal has no adverse impact on students’ financial aid (per Suzanne Peters, Financial Aid).

Specifically, SSC proposes to permanently change the last date to Withdraw from the end of the 9\textsuperscript{th} week to the end of the 11\textsuperscript{th} week of the semester; and in parallel, change the last date to put a course of Pass/Fail to the end of 11\textsuperscript{th} week of the semester.

✓ **Rationale for convergent timing for Pass-Fail and Withdrawal dates** – Students should consider both Withdraw and P/F at the same time to determine how such grade-related decisions will affect their plan of study and progress toward graduation. Alignment of dates allows students to directly consider pros/cons of each option.

SSC acknowledges that moving back the Pass-Fail deadline from the 2\textsuperscript{nd} to the 11\textsuperscript{th} week is a change from the original intent of this grading option, which was primarily to allow students to take risks and explore topics without worry about low-grade impacts on GPA. The extended deadline allows for not only this original intent, but also for students to monitor their progress within a course and convert to Pass-Fail based on their changing circumstances. **NOTE: This proposal does not in any way change the limitations on which Pass-Fail can be applied, nor the number of courses to which Pass-Fail can be applied.**

Consistent with past practice, SSC’s proposal limits the number of times that a student can make a Pass-Fail grade change. Specifically, students who convert a Pass-Fail and
then revert the course back to a graded basis cannot again convert the course back to Pass-Fail.

✓ Rationale for the end of the 11th week of the semester for Pass-Fail and Withdrawal dates –

1) **Students** – The end of the 11th week deadline should allow for students to have sufficient graded assessments to make an informed decision about whether a Withdraw or Pass-Fail is appropriate for the course. The end of the 11th week (vs. later in the semester) enables students to make these grade-related decisions and then focus on class completion and final assessments during the remainder of semester,

2) **Advisors** – The end of the 11th week deadline gives additional time for advisors to meet with and counsel students around impact of grade-related decisions (both Pass-Fail and Withdraw) on plan of study and progress toward graduation. The end of the 11th week (vs. later in the semester) allows advisors to have the important conversations around success at UConn and whether a leave of absence is appropriate. Additionally, this timing allows for the difficult dismissal decisions to be communicated to students.

3) **Registrar’s Office** – The end of the 11th week deadline better enables workflow for the Registrar’s Office.

✓ **Rationale for not later than the end of the 11th week for Pass-Fail and Withdrawal Dates**

SSC considered dates later than the end of the 11th week, and deemed that a later date would have similar non-optimal consequences that arose by later dates in Spring 2020, Fall 2020, and Spring 2021.

As noted above, these Pass-Fail and Withdrawal permanent changes to the By-Laws received unanimous support from SSC because this proposal is viewed as addressing student needs, as well as being consistent with supporting our advising staff and our Registrar’s Office.

B. **Current Relevant By-Laws**
II.B.10 Academic Advising and Registration, Adding or Dropping Classes
II.E.3.b Pass-Fail Option

II.B.10 Academic Advising and Registration. Adding or Dropping Classes
Students may drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the ninth week of the semester, a student may drop one course for any reason with permission from the student’s advisor. No
student is permitted to drop a course after the ninth week of classes or to drop more than one course after the first ten days of classes unless on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled. Exceptions are made only for extenuating circumstances beyond the student's control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week. Any course dropped after the first ten days of classes will receive a ‘W’ on the transcript. Exceptions to transcript notations can be made only by the Provost or designee.

II.E.3.b Pass-Fail Option.
A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits to be distributed over not more than three courses, to be recorded as ‘P’ for Pass or ‘F’ for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail option must do so within the first two weeks of the semester. Students who are removing a course from the Pass-Fail option must do so within the first nine weeks of the semester. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

C. Proposal to Senate: Motion
The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation of the University Senate II.B.10 Academic Advising and Registration, II.E.3.b Pass-Fail Option

II.B.10 Academic Advising and Registration, Adding, or Dropping, or Withdrawing from a Course
Students may drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the ninth-eleventh week of the semester, a student may drop-Withdraw from one course (for any reason) with permission from the student’s advisor. Students interested in Withdrawing from more than one course after the tenth day of classes or interested in Withdrawing from a course after the eleventh week of the semester require approval by the student’s advisor and No student is permitted to drop a course after the ninth week of classes or to drop more than one course after the first ten days of classes unless on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled. Exceptions are made only for extenuating circumstances beyond the student's control; poor academic performance is not an extenuating circumstance considered a sufficient reason for dropping a course after the ninth week. Any course dropped-Withdrawn from after the first ten days of classes will receive a ‘W’ on the transcript. Exceptions to transcript notations can be made only by the Provost or designee. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.
II.E.3.b Pass-Fail Option.
A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than three courses, to be recorded as ‘P’ for Pass or ‘F’ for Fall on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail option or want to convert a Pass-Fail back to a graded basis must do so within the first two weeks by the eleventh week of the semester. Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the course back to a Pass-Fail. Students who are removing a course from the Pass-Fail option must do so within the first nine weeks of the semester. Students interested in putting a course on Pass-Fail after the eleventh week of the semester require approval by the student’s advisor and by the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student’s control; poor academic performance is not an extenuating circumstance. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

D. Clean copy (if approved by Senate)

II.B.10 Academic Advising and Registration. Adding, Dropping or Withdrawing from a Course
Students may Drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the eleventh week of the semester, a student may Withdraw from one course (for any reason) with permission from the student’s advisor. Students interested in Withdrawing from more than one course after the tenth day of classes or interested in Withdrawing from a course after the eleventh week of the semester require approval by the student’s advisor and by the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student’s control; poor academic performance is not an extenuating circumstance. Any course Withdrawn from after the first ten days of classes will receive a ‘W’ on the transcript. Exceptions to transcript notations can be made only by the Provost or designee. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

II.E.3.b Pass-Fail Option.
A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than three courses, to be recorded as ‘P’ for Pass or ‘F’ for Fall on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail option or want to convert a Pass-Fail back to a graded basis must do so by the eleventh week of the semester. Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the course back to a Pass-Fail. Students interested in putting a course on Pass-Fail
after the eleventh week of the semester require approval by the student’s advisor and by the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student’s control; poor academic performance is not an extenuating circumstance. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.