A regular meeting of the University Senate will be held on
**Monday, November 1, 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. Call to Order
2. Moment of Silence to Remember Emeritus Professor Dr. Michael Darre
3. Approval of Minutes of October 4, 2021 University Senate meeting
4. Report of the President
   Presented by Interim President Andrew Agwunobi
5. Report of the Senate Executive Committee
   Presented by SEC Chair Del Siegle
6. Consent Agenda Items:
   Report of the Senate Curricula and Courses Committee
   Report of the Senate Nominating Committee
7. Resolution in Support of the Declaration of Racism as a Public Health Crisis
   presented by Senator Rubega
8. Report from Senate Scholastic Standards presented by Senator Fitch
   PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the
   University Senate, II.A.1 Admissions, Minimum Requirements
9. Report on Global Experiential Learning
   presented by Ngozi Taffe, Assistant Vice President for Global Affairs
10. New Business
11. Adjournment

**SENATE EXECUTIVE COMMITTEE**
   Del Siegle, Chair
   Robert Bird                   Pam Bramble
   Laura Burton                 Marissa Chrysochoou
   Gary English                Maria-Luz Fernandez
   Angela Rola                  Irio Schiano
   Manuela Wagner              Ethan Werstler
I. The Senate Curricula and Courses Committee recommends ADDITION of the following 1000- or 2000-level courses:

A. CLCS 2010 Media Literacy and Data Ethics (#6015)  
   *Proposed Catalog Copy*  
   CLCS 2010. Media Literacy and Data Ethics  
   3.00 credits  
   Prerequisites: None  
   Grading Basis: Graded  
   An introduction to information literacy on the basis of media studies, research methods in the humanities, and media and data ethics. The course will address three or more interconnected areas that are pivotal to gathering, analyzing, and disseminating information in today’s research and data landscapes, including, but not exclusive to, the study of media as a cultural product, structures of data, and aspects of ethics. CA 4-INT.

B. SOCI 2315 Guns and Society (#8304)  
   *Proposed Catalog Copy*  
   SOCI 2315. Guns and Society  
   3.00 credits  
   Prerequisite: None  
   Grading Basis: Graded  
   The history, culture, and politics of guns in the U.S. and the social problem of gun violence through a sociological lens. Topics may include the symbolic meaning of guns, the Second Amendment, different types of gun violence, and approaches to reducing various forms of gun violence such as suicide, mass shootings, and everyday gun violence.

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

A. ANTH 2200 Race and Human Biological Diversity (#7157) [Adding CA3 & CA4]  
   *Current 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.

   *Revised 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. CA 3. CA 4.

B. GEOG 2410 New Digital Worlds of Geographic Information Science (#6176) [Revise level & description]

Current Catalog Copy
GEOG 2410. New Digital Worlds of Geographic Information Science
3.00 credits
Prerequisites: None.
Grading Basis: Graded
The role of geospatial technologies in science and society; how these technologies address environmental issues; how further development of these technologies may impact lives in the future. Provides a strong conceptual and scientific foundation for further coursework and includes discussion of career opportunities in GIScience. CA 3.

Revised Catalog Copy
GEOG 1010. New Digital Worlds of Geographic Information Science
3.00 credits
Prerequisites: None
Grading Basis: Graded
An overview of geospatial data and emerging technologies that are common in our everyday lives and how they are shaping society. Topics include the use of geospatial technologies like GPS, Google Earth, Satellite Imagery, and GIS, and how these technologies address environmental, societal, and political issues. Discussion of career opportunities in GIScience. CA 3.

C. HIST 1805 East Asian History Through Hanzi Characters (#6636) [Revise title]

Current Catalog Copy
HIST 1805. East Asian History Through Hanzi Characters
3.00 credits
Prerequisites: None.
Grading Basis: Graded
East Asian history taught through analysis of select "hanzi" (Chinese ideographic symbols), focusing on their changing meanings and institutional manifestations in different regions over time. CA 1. CA 4-INT.

Revised Catalog Copy
HIST 1805. Key Words in East Asian History and Culture
3.00 credits
Prerequisites: None.
Grading Basis: Graded
East Asian history through analysis of select "hanzi" (Chinese ideographic symbols), focusing on their changing meanings and institutional manifestations in different regions over time. 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 existing courses within
or into the General Education curriculum:

A. ENGL/AMST 3280W Race and the Scientific Imagination (#6377) [Add course]
   Proposed Catalog Copy
   AMST 3267W. Race and the Scientific Imagination
   Also offered as ENGL 3280W
   3.00 Credits
   Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
   Grading Basis: Graded
   How racism has been both reproduced and contradicted in the scientific imagination. Scientific
texts and imaginative literature that explore the reparation of past harms and imagine new futures.

ENGL 3267W. Race and the Scientific Imagination
Also offered as AMST 3280W
3.00 Credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
How racism has been both reproduced and contradicted in the scientific imagination. Scientific
texts and imaginative literature that explore the reparation of past harms and imagine new futures.

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. ARE 3440W Writing in Environmental and Resource Policy (#5836) [Revise level and
description]
   Current Catalog Copy
   ARE 3440W. Writing in Environmental and Resource Policy
   1.00 credit
   Prerequisites: Must be taken with ARE 3434; 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 3434W. A writing intensive class integrated with course content in ARE 3434.

   Revised Catalog Copy
   ARE 2435W. Writing in Environmental and Resource Policy
   1.00 credit
   Prerequisites: ARE 2434E (may be taken concurrently); ENGL 1007 or 1010 or 1011 or 2011;
   open to Applied and Resource Economics majors, others with instructor consent. A writing
tensive class integrated with course content in ARE 2434E, which should be taken
concurrently. Formerly offered as ARE 3440W.
B. ENGL/HEJS 3269 Introduction to Holocaust Literature (#6019) [Revise title and add cross-listing]

*Current Catalog Copy*

ENGL 3629. Introduction to Holocaust Literature
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011 or 3800; open to sophomores or higher. Not open to students who have passed ENGL 3623 or 3619 taught as Holocaust literature.
Grading Basis: Graded
Introduction to literature of the Holocaust. CA 1. CA 4-INT.

*Revised Catalog Copy*

ENGL 3629. Holocaust Memoir
Also offered as: HEJS 3629
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher.
Grading Basis: Graded
Literature of the Holocaust focusing on memoir in various genres and forms. CA 1. CA 4-INT.

HEJS 3629. Holocaust Memoir
Also offered as: ENGL 3629
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher.
Grading Basis: Graded
Literature of the Holocaust focusing on memoir in various genres and forms. CA 1. CA 4-INT.

C. ENGL/WGSS 3613 LGBTQ+ Literature (#6076) [Revise title and description, add FYW requirement]

*Current Catalog Copy*

ENGL 3613. Introduction to LGBT Literature
Also offered as: WGSS 3613
3.00 credits
Prerequisites: None.
Grading Basis: Graded
An introduction to themes of sexual diversity in literature, related to lesbian, gay, bisexual, and transgender issues. CA 4.

*Revised Catalog Copy*

ENGL 3613. LGBTQ+ Literature
Also offered as: WGSS 3613
3.00 credits
Prerequisites: None.
Grading Basis: Graded
An introduction to themes of sexual diversity in literature, related to lesbian, gay, bisexual, and transgender issues. CA 4.

ENGL 3613. LGBTQ+ Literature
Also offered as: WGSS 3613
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
Literature focusing on gender and sexual diversity across cultural contexts. Experiences of, for example, lesbian, gay, bisexual, transgender, intersex, queer, hijra, and two-spirit people. CA 4.

WGSS 3613. LGBTQ+ Literature
Also offered as: ENGL 3613
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
Literature focusing on gender and sexual diversity across cultural contexts. Experiences of, for example, lesbian, gay, bisexual, transgender, intersex, queer, hijra, and two-spirit people. CA 4.

D. MUSI 3421W Music in World Cultures (#6797) [Revise title, description, and prereqs]

*Current Catalog Copy*

MUSI 3421W. Music in World Cultures
3.00 credits
Prerequisites: MUSI 3403; ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; not open for credit to students who have passed MUSI 1004.
Grading Basis: Graded
Comparison of musical concepts, styles, and performance practice in the social context of various cultures. CA 4-INT.

*Revised Catalog Copy*

MUSI 3421W. Music, Culture, and Difference in Globalization
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher. Instructor consent required.
Grading basis: Graded
Music as a platform of cultural representation through which people challenge imbalances and asymmetries which inform notions of cultural difference in globalization. CA 4-INT.

E. SOCI 3459/W Aging and Society (#7601) [Revise prereqs]

*Current 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.

Revised Catalog Copy
SOCI 3459. Aging and Society
3.00 credits
Prerequisites: Open only to sophomores 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 sophomores 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.

F. SOCI/AFRA/ HRTS 3505/W White Racism (#7622) [Revise number and prereqs]
Current Catalog Copy
SOCI 3505. White Racism
Also offered as: AFRA 3505, HRTS 3505
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. CA 4.

AFRA 3505. White Racism
Also offered as: SOCI 3505, HRTS 3505
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. CA 4.

HRTS 3505. White Racism
Also offered as: AFRA 3505, SOCI 3505
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. CA 4.
Revised Catalog Copy

SOCI 2520. White Racism
Also offered as: AFRA 2520, HRTS 2520
3.00 credits
Prerequisites: None
Grading Basis: Graded
The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. Formerly offered as SOCI 3505. CA 4.

AFRA 2520. White Racism
Also offered as: SOCI 2520, HRTS 2520
3.00 credits
Prerequisites: None
Grading Basis: Graded
The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. Formerly offered as AFRA 3505. CA 4.

HRTS 2520. White Racism
Also offered as: AFRA 2520, SOCI 2520
3.00 credits
Prerequisites: None
Grading Basis: Graded
The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. Formerly offered as HRTS 3505. CA 4.

V. 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. HDFS 3240W Aging in American Society (#3481)

VI. The General Education Oversight Committee recommend the following course for offering in intensive session:
A. AMST/URBN 2400 City and Community in Film [CA1] (N/A)

VII. The University Interdisciplinary Courses Committee and the Senate Curricula and Courses Committee recommend addition of the following course:
A. UNIV 4840 SYE Seminar (#8504) [Add letter-graded version]

Proposed Catalog Copy
UNIV 4840. SYE Seminars
1.00 credits
Prerequisites: Open only to seniors; instructor consent required.
Grading Basis: Graded
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. Assignments will be graded with a rubric for a letter grade.

VIII. The University Interdisciplinary Courses Committee and the Senate Curricula and Courses Committee recommend revision of the following course:
A. INTD 3260 The Bible (#6938) [Revise title and description]

*Current Catalog Copy*

INTD 3260. The Bible
3.00 credits
Prerequisites: None.
Grading Basis: Graded
The literary, historical, and philosophical content, circumstances and problems of the Old and New Testaments. May be counted toward the related field requirement in History, Philosophy, or English. CA 1.

*Revised Catalog Copy*

INTD 3260. The Bible, the Holy Land, and History
3.00 credits
Prerequisites: None.
Grading Basis: Graded
The historical, literary, and archaeological investigation of the Old and New Testaments. CA 1.

Respectfully Submitted by 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 10/12/21, 10/13/21, and 10/19/21 meetings.
1. We move the following faculty and staff deletions from the named standing committees:
   Jeffrey McCutcheon from Enrollment (effective 12/7/2021)
   Ruth Kustoff from Faculty Standards
   Susanna Cowan, Catherine Little from Scholastic Standards

2. We move the following staff additions to the named standing committees:
   Robin Bogner, Catherine Little to Enrollment
   Jeff Gagnon, Michael Vertefeuille to University Budget
   Joseph MacDougald, Greg Reilly to Justice, Equity, Diversity & Inclusion
   Joe Madaus to Scholastic Standards
   Bonnie Burr, Ruth Kustoff to University Planning
   Suzanne Peters to Student Welfare

3. We nominate Catherine Little to chair the Senate Enrollment Committee for spring 2022.

4. We nominate Dan Burkey to chair the Senate Nominating Committee, term ending June 30, 2022.

5. For the information of the Senate, the Undergraduate Student Government has made the following appointments:
   Senate Executive Committee – Ethan Werstler
   University Senate – Christopher Bergen, Michael Christy, Abbey Engler,
   Mason Holland, Ethan Werstler
   Senate Curricula & Courses Committee – Dalton Hawie
   Senate Enrollment Committee – Winta Mekonnen, Sofia Rodriguez
   Senate Justice, Equity, Diversity, & Inclusion Committee – Michael Christy, Josianne Hamilton
   Senate University Budget Committee – Christopher Bergen
   Senate Student Welfare Committee – Beatriz Almeida
   Senate University Planning Committee – Abbey Engler
   Senate Scholastic Standards Committee – Abbey Engler, Mason Holland
   Senate Faculty Standards Committee – Jack Powell

6. For the information of the Senate, the Graduate Student Senate has made the following appointments:
   Senate Executive Committee – Irio Schiano
   University Senate – Irio Schiano
   Senate Justice, Equity, Diversity, & Inclusion Committee – Jackson Calhoun
   Senate University Budget Committee – Deepa Shukla
   Senate Student Welfare Committee – Daniel Pfeiffer
   Senate Scholastic Standards Committee – Daniel Pfeiffer

Respectfully Submitted,
Dan Burkey, Chair Robin Coulter Jennifer Dineen
Terri Dominguez Betsy McCoach Carol Polifroni
UNIVERSITY SENATE JUSTICE, EQUITY, DIVERSITY, AND INCLUSION COMMITTEE
A RESOLUTION IN SUPPORT OF THE DECLARATION OF RACISM AS A
PUBLIC HEALTH CRISIS AND CALLING FOR ACTION

November 1, 2021

Background
Racism harms health at both the individual and population levels, as a vast and growing body of evidence in public health, medicine, and related fields has demonstrated. Racism can be structural, institutional, interpersonal, or intrapersonal/internalized (Yearby et al. 2021), and it harms health via a range of social, political, and pathophysiological mechanisms (e.g., Geronimus et al., 2006). The volume of evidence showing the damaging health impact of racism is overwhelming (e.g., Bailey et al., 2017; Phelan and Link, 2015; Williams et al., 2019). A growing list of states, municipalities, professional associations, and universities have declared racism a public health crisis demanding urgent attention and concrete response (see, e.g., APHA 2021). As a representative body, the University Senate has a vital role to play in naming racism as a public health crisis and outlining concrete action steps.

WHEREAS,
● The University Senate affirmed on April 5, 2021, that, “Racist attitudes, actions, policies, and practices are embedded in the history of the University of Connecticut; This historical legacy results in systemic discrimination, inequity, and injustice in the work and culture of the University that directly harms BIPOC members of our community, and harms our whole community by creating divisions”;
● On June 14, 2021, the state legislature passed, and the Governor signed, SB-1, declaring racism a public health crisis and creating a Commission on Racial Equity in Public Health to “document and make recommendations to decrease the effect of racism on public health” (Sec. 2);
● The Undergraduate Student Government declared racism a public health crisis at the University of Connecticut on October 6, 2021; and
● Interim President Andrew Agwunobi declared racism a public health crisis at the University of Connecticut on October 6, 2021;

THE UNIVERSITY SENATE RESOLVES:
● To acknowledge that racism is a serious threat to the health and lives of Black, Indigenous, Latinx, Asian, and other People of Color;
● To call on the University administration to work in collaboration with students, faculty, and staff to identify structures and forms of racism at UConn and to address them with solutions designed for both immediate and long-term measurable impacts;
● To call on the University administration to take definitive action informed by the five points outlined in the “Racism is a Public Health Crisis” report (Yearby et al. 2021), including:
   ○ Continuing to fund initiatives that support the success of communities of color (students, faculty, and staff), and connect students, staff, and faculty of color with these supports;
   ○ Developing or adopting racial equity tools and using them to review all policies, new initiatives, and data on educational outcomes;
   ○ Ensuring that any University-based collaborative research with marginalized communities draws on established best practices in community-based participatory research, community
action research, and related fields that prioritize genuine partnership, collaborative agenda-setting, and power-sharing;

○ Building opportunities for healing that include:
  ● teaching about racism in all its forms and its impact on health in relevant UConn courses, including the addition of relevant units to existing courses wherever possible;
  ● directing funds to develop new courses on this topic;
  ● directing funds to support on-campus and publicly oriented lectures, workshops, and partnering initiatives that focus on the health impact of racism;
  ● establishing a commission to develop a Truth and Reconciliation process to confront the trauma of experiencing racism for UConn community members and those in the wider University orbit.

Presented by:
JEDI Committee of the University Senate

Endorsed by:
Institute for Collaboration on Health, Intervention, and Policy (InCHIP)
Africana Studies Institute
Asian and Asian American Studies Institute
Institute for Judaic Studies

References and Resources


Motion to amend the By-Laws, Rules and Regulation of the University Senate II.A.1 Admissions, Minimum Requirements

A. Background:
In some exceptional cases (approximately 10 per year), students are unable to meet the minimum requirements for admission because, for example, they come from a country where records are difficult to obtain, they have an associate’s degree, but not a high school diploma, or similar exceptional circumstances.

Currently, the Senate By-Law states that the Director of Admissions has sole responsibility for decisions related to these exceptions, as noted in Senate By-Law II.A.1, section d.

This issue of sole responsibility was brought to the attention of SSC by the the Director of Admissions. After review of the By-Law and further discussion with the Director of Admissions, SSC voted to revise Senate By-Law II.A.1 – with the changes noted below:

1. Inserted new language in section d, which states that the decision for exceptions lies with the Director of Admissions in consultation with leadership from the Division of Enrollment Planning and Management.
2. Moved language from former section d to section e – remove references to who is responsible for the decision making.
3. Moved former section e to section f.

B. Current Relevant By-Laws
1. Minimum Requirements
Except as specified below, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

   a. Each applicant shall have graduated from AND have completed 16 units (or the equivalent) in an approved secondary school or program.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

- Four units of English (composition and literature)
- Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)
• Two units of laboratory science
• Two units of social science or history
• Two units (generally corresponding to two years) of a single foreign language or the equivalent
• Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and relevant test scores, including the College Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not a first language. All applicants for admissions are holistically reviewed, which includes an applicant’s personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and based on the applicant’s likelihood of success.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

d. Exceptions to the requirements of paragraph II.A.1.a. may be made by the Director of Admissions for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and test scores. The Director of Admissions may also waive test scores for students who demonstrate maturity and show promise of success.

e. Each applicant may be called upon to provide supplementary information, if it is deemed necessary.

C. Proposal to Senate: Motion
The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation of the University Senate II.A.1 Admissions, Minimum Requirements

1. Minimum Requirements
Except as specified below, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:
a. Each applicant shall have graduated from AND have completed 16 units (or the equivalent) in an approved secondary school or program.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

• Four units of English (composition and literature)
• Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)
• Two units of laboratory science
• Two units of social science or history
• Two units (generally corresponding to two years) of a single foreign language or the equivalent
• Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and relevant test scores, including the College Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not a first language. All applicants for admissions are holistically reviewed, which includes an applicant’s personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and based on the applicant’s likelihood of success.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

d. Exceptions to the requirements of paragraph II.A.1.b. may be made by the Director of Admissions in consultation with leadership from the Division of Enrollment Planning and Management for individuals who present as uniquely competitive applicants, and who could be successful at the University, without prior official documentation.

d.e. Exceptions to the requirements of paragraph II.A.1.a. may be made by the Director of Admissions for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and test scores. The Director of Admissions may also
Test scores for students who demonstrate maturity and show promise of success may be waived.

e. f. Each applicant may be called upon to provide supplementary information, if it is deemed necessary.