UNIVERSITY SENATE MEETING AGENDA
February 7, 2022

A regular meeting of the University Senate will be held on
Monday, February 7, 2022, 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. Approval of Minutes of the December 2021 University Senate meeting
3. Report of the President
   Presented by Interim President Radenka Maric
4. Report of the Senate Executive Committee
   Presented by SEC Chair Del Siegle
   VOTE on a Resolution to Recommend Increase to Board of Trustees Membership
5. Consent Agenda Item:
   Report of the Senate Curricula and Courses Committee
6. Motion to Recommend Update to University By-laws, Article IX.G / University Senate Committees and Article IX.A and IX.B / University Senate Membership and Elections
   presented by SEC Member Ethan Werstler
7. Report from Senate Scholastic Standards Committee presented by Senator Bedore
   PRESENTATION AND VOTE on amendment to the Policy on Academic Adjustments for
   General Education Competencies
   PRESENTATION on a motion to amend the By-Laws, Rules, and Regulations of the University Senate, 2.E.II, Responsibility for the Academic Assessment of Students
8. Report on NECHE Midpoint Accreditation Cycle Feedback presented by Dr. Sarah Croucher
9. New Business
10. Adjournment

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

A. COMM 2010Q Applied Communication Research Methods (#5137) [GEOC Approved]

   **Proposed Catalog Copy**
   COMM 2010Q. Applied Communication Research Methods
   3.00 credits
   Prerequisites: COMM 1000. Recommended preparation: MATH 1011Q or equivalent.
   Grading Basis: Graded
   Principles and practices of research and data analysis in communication industries.

B. ENGL 2614 Writing with Algorithms [CA3] (#4375)

   **Proposed Catalog Copy**
   ENGL 2614. Writing with Algorithms
   3.00 credits
   Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
   Grading Basis: Graded
   An introduction to the field of computer-generated literature. Students learn basic programming in order to create their own computer-generated works. No prior programming experience expected. CA 3.

C. ENGR/HRTS 2300 Engineering for Human Rights (#9464 & #9484) [GEOC Approved]

   **Proposed Catalog Copy**
   ENGR 2300. Engineering for Human Rights
   Also Offered as HRTS 2300
   3.00 Credits
   Prerequisites: None
   Grading Basis: Graded

   HRTS 2300. Engineering for Human Rights
   Also Offered as ENGR 2300
   3.00 Credits
   Prerequisites: None
   Grading Basis: Graded
II. The Senate Curricula and Courses Committee recommends REVISION of the following 1000- or 2000-level courses:

*Note from the proposer regarding ASLN 2600, 2700, and 2800: A previously requested change of prerequisite to ASLN 1104 was not effective until 2023, so the existing language will remain. This request negates a previous request.*

A. ASLN 2600 Process of Interpreting: American Sign Language and English (#9224) [Revise prereqs]

*Current Catalog Copy*

ASLN 2600. Process of Interpreting: American Sign Language and English
3.00 credits
Prerequisites: ASLN 1102 or higher or consent of the instructor.
Grading Basis: Graded
Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual-task training, and cloze skills.

*Revised Catalog Copy*

ASLN 2600. Process of Interpreting: American Sign Language and English
3.00 credits
Prerequisites: ASLN 1102 or consent of the instructor.
Grading Basis: Graded
Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual-task training, and cloze skills.

B. ASLN 2700 Interpreting in Educational and Other Settings (#9266) [Revise title, prereqs, and description]

*Current Catalog Copy*

ASLN 2700. Interpreting in Educational and Other Settings
3.00 credits
Prerequisites: ASLN 1102
Grading Basis: Graded
The study of interpreting American Sign Language and English within a variety of settings with a primary focus on educational interpreting.

*Revised Catalog Copy*

ASLN 2700. Interpreting in Various Settings
3.00 credits
Prerequisites: ASLN 1102 or consent of the instructor.
Grading Basis: Graded
The study of interpreting American Sign Language and English within a variety of settings.

C. ASLN 2800 Consecutive Interpreting (#9285) [Revise prereqs]

*Current Catalog Copy*

ASLN 2800. Consecutive Interpreting
3.00 credits
Prerequisites: ASLN 1102
Grading Basis: Graded
Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues, and a focus on community, medical and video relay interpreting.

Revised Catalog Copy
ASLN 2800. Consecutive Interpreting
3.00 credits
Prerequisites: ASLN 1102 or consent of instructor.
Grading Basis: Graded
Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues, and a focus on community, medical and video relay interpreting.

D. SOCI/AFRA/HRTS 3825 African Americans and Social Protest (#7540) [Revise number and prereqs]

*NOTE: This CAR was already brought to END status by accident.

Current Catalog Copy
SOCI 3825. African Americans and Social Protest
Also offered as: AFRA 3825, HRTS 3825
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

AFRA 3825. African Americans and Social Protest
Also offered as: SOCI 3825, HRTS 3825
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

HRST 3825. African Americans and Social Protest
Also offered as: AFRA 3825, SOCI 3825
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

Revised Catalog Copy
SOCI 2530. African Americans and Social Protest
Also offered as: AFRA 2530, HRTS 2530
3.00 credits
Prerequisites: none
Grading Basis: Graded
Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

AFRA 2530. African Americans and Social Protest
Also offered as: SOCI 2530, HRTS 2530
3.00 credits
Prerequisites: none
Grading Basis: Graded
Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

HRTS 2530. African Americans and Social Protest
Also offered as: AFRA 2530, SOCI 2530
3.00 credits
Prerequisites: none
Grading Basis: Graded
Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

E. SOCI/HRTS 3833 Topics in Sociology and Human Rights (#7541) [Revise number and prereqs]
*NOTE: This CAR was already brought to END status by accident.

Current Catalog Copy
SOCI 3833. Topics in Sociology and Human Rights
Also offered as: HRTS 3833
3.00 credits | May be repeated for a total of 6 credits.
Prerequisites: Prerequisites and recommended preparation vary by section; open to juniors or higher.
Grading Basis: Graded
With a change in content, may be repeated for credit. Variable topics covering theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights from a sociological perspective.

HRTS 3833. Topics in Sociology and Human Rights
Also offered as: SOCI 3833
3.00 credits | May be repeated for a total of 6 credits.
Prerequisites: Prerequisites and recommended preparation vary by section; open to juniors or higher.
Grading Basis: Graded
With a change in content, may be repeated for credit. Variable topics covering theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights from a sociological perspective.

Revised Catalog Copy
SOCI 2898. Topics in Sociology and Human Rights
Also offered as: HRTS 2898
3.00 credits | May be repeated for a total of 6 credits.
Prerequisites: None
Grading Basis: Graded
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With a change in content, may be repeated for credit. Variable topics covering theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights from a sociological perspective.

HRTS 2898. Topics in Sociology and Human Rights
Also offered as: SOCI 2898
3.00 credits | May be repeated for a total of 6 credits.
Prerequisites: None
Grading Basis: Graded

With a change in content, may be repeated for credit. Variable topics covering theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights from a sociological perspective.

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. BUSN 4897W Honors Leadership Seminar (#9724)

Proposed Catalog Copy
BUSN 4897W. Honors Leadership Seminar
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open to senior School of Business honors students by permission of the honors advisor of the student’s major.
Grading Basis: Graded

An exploration of leadership from a multi-disciplinary perspective to help students better understand and harness their own leadership style and explore, in depth, the core elements of effective leadership, the traits and behaviors of exemplary leaders and leadership in practical application. This course may be used to fulfill an Honor’s student’s Honors Thesis Requirement.

B. ENGR 4002W Multidisciplinary Engineering Design 2 [W] (#8985)

Proposed Catalog Copy
ENGR 4002W. Multidisciplinary Engineering Design II.
3.00 credits
Prerequisites: ENGR 4001. ENGL 1007 or 1010 or 1011 or 2011. Open to Senior Multidisciplinary Engineering majors, or other Engineering majors with permission from their academic advisor and department. Recommended Preparation: Students should be in the final semester of their engineering degree program when taking this course.
Grading Basis: Graded

Continues the capstone design experience from Multidisciplinary Engineering Design I (ENGR 4001). Students continue work on open-ended design projects and consider the public health, safety, and welfare, as well as global, cultural, social, environmental, and economic impacts of their work. Students will propose solutions, consider relevant constraints and engineering standards, and present their findings in both oral and written formats to a range of audiences. Students pursuing a specialization within MDE may choose to incorporate relevant elements of their specialization into their project.

C. NURS 3070 Culturally Informed Communication with Spanish-Speaking Healthcare Consumers [CA4] (#10365)
Proposed Catalog Copy
NURS 3070. Culturally Informed Communication with Spanish-Speaking Healthcare Consumers
3.00 credits
Prerequisites: None
Grading Basis: Graded
Navigating cultural differences and exploring varying beliefs, values, and perceptions related to health care issues of Hispanic Healthcare consumers, families, and communities. Discussion includes topics such as disease prevalence, disparities, social determinants, and systemic barriers that impact health outcomes. Introductory phrases in Spanish related to healthcare situations will be presented. Taught in English; Spanish not required; does not fulfill foreign language requirement.

D. STAT 4916W Writing in Data Science (#9404)
Proposed Catalog Copy
STAT 4916W. Writing in Data Science
1.00 credit.
Prerequisites: Prerequisites: STAT 3255, 3025Q, or STAT 3375Q or instructor consent; ENGL 1007 or 1010 or 1011 or 2011. Corequisites: STAT 4915 must be taken concurrently with STAT 4916W or instructor consent.
Grading Basis: Graded
The course is a companion course to STAT 4915, which must be taken concurrently. Students will write a well-revised and comprehensive paper on their STAT 4915 course project, including literature review, description of technical details, reproducible statistical and data scientific analyses, and discussion of results.

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. SOCI/AASI/HRTS 3222W Asian Indian Women: Activism and Social Change [W] (#7520)
[Revise number and prereqs, Add W]
Current Catalog Copy
SOCI 3222. Asian Indian Women: Activism and Social Change in India and the United States
Also offered as: AAAS 3222, HRTS 3573
3.00 credits
Prerequisites: SOCI 1001, 1251 or 1501; open to juniors or higher.
Grading Basis: Graded
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

AAAS 3222. Asian Indian Women: Activism and Social Change in India and the United States
Also offered as: SOCI 3222, HRTS 3573
3.00 credits
Prerequisites: SOCI 1001, 1251 or 1501; open to juniors or higher.
Grading Basis: Graded
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.
HRTS 3573. Asian Indian Women: Activism and Social Change in India and the United States
Also offered as: AAAS 3222, SOCI 3222
3.00 credits
Prerequisites: SOCI 1001, 1251 or 1501; open to juniors or higher.
Grading Basis: Graded
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

Revised Catalog Copy
SOCI 2220. Asian Indian Women: Activism and Social Change in India and the United States
Also offered as: AAAS 2220, HRTS 2220
3.00 credits
Prerequisites: none.
Grading Basis: Graded
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

SOCI 2220W. Asian Indian Women: Activism and Social Change in India and the United States
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

AAAS 2220. Asian Indian Women: Activism and Social Change in India and the United States
Also offered as: SOCI 2220, HRTS 2220
3.00 credits
Prerequisites: none.
Grading Basis: Graded
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

HRTS 2220. Asian Indian Women: Activism and Social Change in India and the United States
Also offered as: AAAS 2220, SOCI 2220
3.00 credits
Prerequisites: none.
Grading Basis: Graded
How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

B. SOCI/AFRA 3501/W Ethnicity and Race [W] (#7566) [Revise number and prereqs]

Current Catalog Copy
SOCI 3501. Ethnicity and Race
Also offered as: AFRA 3501
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

SOCI 3501W. Ethnicity and Race
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher.
Grading Basis: Graded
Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

AFRA 3501. Ethnicity and Race
Also offered as: SOCI 3501
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

Revised Catalog Copy
SOCI 2510. Ethnicity and Race
Also offered as: AFRA 2510
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

SOCI 2510W. Ethnicity and Race
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

AFRA 2510. Ethnicity and Race
Also offered as: SOCI 2510
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

C. SOCI/HRTS 3421/W Class, Power & Inequality [W] (#7561) [Revise number and prereqs]

Current Catalog Copy
D. SOCI/HRTS 3831(W) Human Rights in the United States [W] (#7560) [Revise number and prereqs, Add W]

Current Catalog Copy
SOCI 3831. Human Rights in the United States
Also offered as: HRTS 3831
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoners' rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights.

HRTS 3831. Human Rights in the United States
Also offered as: SOCI 3831
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoners' rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights.

Revised Catalog Copy
SOCI 2800. Human Rights in the United States
Also offered as: HRTS 2800
3.00 credits
Prerequisites: None
Grading Basis: Graded
Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoners' rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights.

SOCI 2800W. Human Rights in the United States
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoners' rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights.

HRTS 2800. Human Rights in the United States
Also offered as: SOCI 2800
3.00 credits
Prerequisites: None
Grading Basis: Graded
Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoners' rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights.

E. SOCI/HRTS 3837/W Sociology of Global Human Rights [W] (#7562) [Revise number]
Current Catalog Copy
SOCI 3837. Sociology of Global Human Rights
Also offered as: HRTS 3837
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

SOCI 3837W. Sociology of Global Human Rights
Also offered as: HRTS 3837W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

HRTS 3837. Sociology of Global Human Rights
Also offered as: SOCI 3837
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

Revised Catalog Copy
SOCI 2845. Sociology of Global Human Rights
Also offered as: HRTS 2845
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

SOCI 2845W. Sociology of Global Human Rights
Also offered as: HRTS 2845W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

HRTS 2845. Sociology of Global Human Rights
Also offered as: SOCI 2845
3.00 credits
Prerequisites: None.
Grading Basis: Graded Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

HRTS 2845W. Sociology of Global Human Rights
Also offered as: SOCI 2845W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Grading Basis: Graded Comparative approach to the study of human rights in the United States and elsewhere around the world from a sociological perspective.

F. SOCI/URBN 3901/W Urban Sociology [W] (#7620) [Revise number]
Current Catalog Copy
SOCI 3901. Urban Sociology
Also offered as: URBN 3901
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Social and physical organization of cities and suburbs. Formerly offered as URBN 3275.

SOCI 3901W. Urban Sociology
Also offered as: URBN 3901W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Social and physical organization of cities and suburbs. Formerly offered as URBN 3275.

URBN 3901. Urban Sociology
Also offered as: SOCI 3901
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Social and physical organization of cities and suburbs. Formerly offered as URBN 3275.

URBN 3901W. Urban Sociology
Also offered as: SOCI 3901W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Social and physical organization of cities and suburbs. Formerly offered as URBN 3275.

Revised Catalog Copy
SOCI 2901. Urban Sociology
Also offered as: URBN 2901
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Social and physical organization of cities and suburbs.
SOCI 2901W. Urban Sociology
Also offered as: URBN 2901W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Social and physical organization of cities and suburbs.

URBN 2901. Urban Sociology
Also offered as: SOCI 2901
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Social and physical organization of cities and suburbs.

URBN 2901W. Urban Sociology
Also offered as: SOCI 2901W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Social and physical organization of cities and suburbs.

G. SOCI/WGSS 3453/W Women and Health [W] (#7580) [Revise prereqs]
   Current Catalog Copy
   SOCI 3453. Women and Health
   Also offered as: WGSS 3453
   3.00 credits
   Prerequisites: Open only to juniors or higher.
   Grading Basis: Graded
   Social factors shaping women's health, health care, and their roles as health-care providers.

   Revised Catalog Copy
   SOCI 3453. Women and Health
   Also offered as: SOCI 3453
   3.00 credits
   Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher.
   Grading Basis: Graded
   Social factors shaping women's health, health care, and their roles as health-care providers.

WGSS 3453. Women and Health
Also offered as: SOCI 3453
3.00 credits
Prerequisites: Open only to juniors or higher.
Grading Basis: Graded
Social factors shaping women's health, health care, and their roles as health-care providers.
Prerequisites: Open only to sophomores or higher.
Grading Basis: Graded
Social factors shaping women's health, health care, and their roles as health-care providers.

SOCI 3453W. Women and Health
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open only to sophomores or higher.
Grading Basis: Graded
Social factors shaping women's health, health care, and their roles as health-care providers.

WGSS 3453. Women and Health
Also offered as: SOCI 3453
3.00 credits
Prerequisites: Open only to sophomores or higher.
Grading Basis: Graded
Social factors shaping women's health, health care, and their roles as health-care providers.

H. SOCI/WGSS 3621/W Sociology of Sexualities [CA4, W] (#7642) [Revise number]

Current Catalog Copy
SOCI 3621. Sociology of Sexualities
Also offered as: WGSS 3621
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

SOCI 3621W. Sociology of Sexualities
Also offered as: WGSS 3621W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.
Grading Basis: Graded
Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

WGSS 3621. Sociology of Sexualities
Also offered as: SOCI 3621
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class. CA 4.

WGSS 3621W. Sociology of Sexualities
Also offered as: SOCI 3621W
V. The following course was approved by the Chair of Senate C&C for the information of the committee:

A. UNIV 3088 Variable Topics: Why the Jews? Jewish Responses to Antisemitism (#10405)
VI. Proposal to Revise Second Language Guidelines

A. Justification:

There have been several cases in recent years of students entering into higher levels of language study than their abilities/experience can support. The presence of these cases suggests that additional guidance is needed with respect to the level of language study in which students should enroll to meet the university’s exit requirements.

B. Current Relevant GEOC Guidelines

SL Criteria:

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.

C. Proposal to Senate: Motion

We propose to amend the guidelines by adding:

*Proposal with Mark-up*

If a student has not taken any language class during the last two years of high school, it is recommended that they start at the first elementary level, unless the student is a heritage speaker of the language. After consulting with their advisor, students should request guidance from class instructors and language program directors to establish the proper language placement.

*Clean Proposal*

If a student has not taken any language class during the last two years of high school, it is recommended that they start at the first elementary level, unless the student is a heritage speaker of the language. After consulting with their advisor, students should request guidance from class instructors and language program directors to establish the proper language placement.

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 11/30/21, 12/14/21, and 1/24/22 meetings
Recommendation:
That the Board of Trustees adds one additional undergraduate and one additional graduate student seat to the Senate Executive Committee.

Background:
The Senate Executive Committee (SEC) consists of eight faculty seats, two professional staff seats, and one undergraduate and one graduate student seat. As the executive committee of the University Senate, the SEC duties include a wide range of responsibilities that encompasses all aspects of UConn business, including those that impact faculty, staff, and students. These are important issues that would be better served by having second undergraduate and graduate student representatives on the SEC to provide more comprehensive and widespread feedback on student perspectives.

The eight faculty on the SEC represent ~2,300 faculty members on campus, and the two staff members represent 2,000+ staff members on campus. Currently, the 1 undergraduate student is expected to represent the perspectives of all ~19,000 undergraduate students on Storrs and regional campuses, while the graduate student is expected to represent ~7,000 graduate students spread out across multiple campuses. This proposal also parallels a recently passed proposal for an additional professional staff seat on the SEC.

Current Relevant By-Laws:
By-Laws of the University of Connecticut
Article IX.G / Committees

1. The Senate Executive Committee

The Senate Executive Committee (SEC) shall consist of eight faculty members, two professional staff members, and one undergraduate and one graduate student member. The faculty and professional staff members shall be elected by the Senate from among the elected members of the Senate who are not primarily administrators. Department heads and directors are not regarded as primarily administrators. The undergraduate and graduate members shall be selected from among and by all student members of the Senate. The Undergraduate Student Government and Graduate Student Senate Presidents or their student Senate member designees will serve as the interim student representatives to the Senate Executive Committee during the summer months until the permanent members are selected.

Elections shall follow the annual election of such members and shall normally take place in April. For faculty and professional staff members, a term of service on the Executive Committee shall begin on July 1 and shall be for three years. The term of membership in the Senate of a faculty or professional staff representative elected to the Executive Committee shall be automatically extended, if necessary, to be coterminal. For the student member, the term of
service shall be one year, renewable to a maximum of three consecutive years. After the annual election, the Senate shall elect one of the ten faculty and professional staff members to serve as Chair of the SEC for a one-year term, which may be renewed. A vacancy on the SEC shall be filled by election for the duration of the vacancy.

Proposal to Senate:
Motion To recommend amending the University By-Laws, Section IX.G as follows (Deleted items in strikethrough; new language underlined).

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Senate Executive Committee:
To the University Senate
February 7th, 2022.

Recommendation:
That the Board of Trustees increases the number of undergraduate students on the University Senate from 5 seats to 9 seats, and the number of graduate students from two seats to three seats.

Background:
The additional seats are meant to reflect the increasing role and importance that the regional campuses play. Students at regional campuses have historically been under-represented in student-leadership opportunities on campus, due to having a smaller student population at the regional campuses to draw support from. Practically, this means that it can be difficult for regional campus student issues to be prioritized when they are represented by Storrs based students. Additionally, it can be difficult for Storrs based students to accurately present regional campuses issues and negotiate on their behalf when they are not based at those regional campuses, and thus have no first-hand experience. By carving out seats for students to specifically represent regional campuses, the objective is to ensure that regional campus students have the means to make themselves heard, and represent themselves. This proposal would also parallel a similar proposal passed by the University Senate to increase the number of professional staff senators from one to four senators to represent regional campuses.

Current Relevant By-Laws:
By-Laws of the University of Connecticut
Article IX

A. Membership
The University Senate shall consist of ex officio and elected members. The ex officio members shall be the President, the Provost, all Vice Presidents, except the Executive Vice President for Health Affairs, and all Vice Provosts. These ex officio members shall not vote.

The Senate shall contain ninety-nine elected, voting members, as follows:

1. Three deans of the schools and colleges, which are Senate electoral constituencies (see Section B below).

2. Seventy-two members of the faculty elected according to one or the other of the twofaculty electoral processes described in Section B.2. below.

3. Seventeen professional staff members elected by and from the constituencies described in Section B.3. below.

4. Five undergraduate students (see Section B.4 below).

5. Two graduate students (see Section B.5. below).

B. Elections
4. Undergraduate student members shall be appointed by the President of the Undergraduate Student Government according to procedures established by the Undergraduate Student Government.

5. Graduate student members shall be appointed by the President of the Graduate Student Senate according to procedures established by the Graduate Student Senate.

Proposal to Senate: Motion To recommend amending the University By-Laws, Section IX as follows (deleted items in strikethrough; new language underlined).

A. Membership

The University Senate shall consist of ex officio and elected members. The ex officio members shall be the President, the Provost, all Vice Presidents, except the Executive Vice President for Health Affairs, and all Vice Provosts. These ex officio members shall not vote.

The Senate shall contain ninety-nine one-hundred four elected, voting members, as follows:

1. Three deans of the schools and colleges, which are Senate electoral constituencies (see Section B below).

2. Seventy-two members of the faculty elected according to one or the other of the twofaculty electoral processes described in Section B.2. below.

3. Seventeen professional staff members elected by and from the constituencies described in Section B.3. below.

4. Five Nine undergraduate students (see Section B.4 below).

5. Two Three graduate students (see Section B.5. below).

B. Elections

4. Undergraduate student members shall be appointed by the President of the Undergraduate Student Government according to procedures established by the Undergraduate Student Government. Each regional campus shall be represented by one student senator appointed according to procedures established by the Undergraduate Student Government.

5. Graduate student members shall be appointed by the President of the Graduate Student Senate according to procedures established by the Graduate Student Senate. Regional campuses shall be represented by one student senator appointed according to procedures established by the Graduate Student Senate.
UNIVERSITY OF CONNECTICUT
POLICY ON ACADEMIC
ADJUSTMENTS FOR
GENERAL EDUCATION COMPETENCIES:
QUANTITATIVE REASONING And/or SECOND LANGUAGE
December 11, 2006
Revisions proposed by Scholastic Standards December 2021
and by Curricula and Courses January 2022

Background

The University Senate enacted General Education requirements to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. A critical element of General Education is demonstrated competency in four fundamental areas – information literacy, quantitative skills, second language proficiency, and writing. The development of these competencies involves two thresholds: establishing entry-level expectations and meeting graduation expectations. In cases involving a significant disability, the graduation expectations for the quantitative skills and/or second language competency may be a barrier to degree completion. The University has established a policy for considering academic adjustments to the University General Education Requirements and individual school/college requirements in an effort to respond to the extraordinary circumstances of students while maintaining academic integrity.

Currently, students with disabilities who are pursuing an academic adjustment need to meet with their representative from the Center for Students with Disabilities (CSD) and the designated Dean/academic advisor from their school or college to discuss their eligibility. If the student is determined to be eligible to petition, the student must then complete a petition packet that includes a personal statement, all past transcripts, and optionally, a letter of support from a professional who can attest to past second language or quantitative course attempts. The petition packet is then reviewed by a university committee that includes a chair, the student’s designated Dean/academic advisor, and representatives from the General Education Oversight Committee, the CSD, the Math Department, and the Department of Literature, Cultures, and Language. If the petition is approved, the student works with the designated Dean/academic advisor to select courses that fulfill the university requirement. If the petition is not approved, the student can submit additional materials to the CSD and petition again.

The following policy seeks to modify the current process by which students with disabilities need to seek approval via a committee review, beyond the review of the Center for Students with Disabilities (CSD). Instead, students will work directly with the CSD, and then their academic advising center. The review by the current Academic Adjustment Committee will be eliminated.
This change will bring the policy into better alignment with current interpretation of the Americans with Disabilities Act and with practice at our peer and peer-aspirant institutions.

In all cases, justification of an academic adjustment requires evidence of the disability’s impact upon the student’s ability to learn the course material.

**Policy** (strikethrough deleted language, underlined/red new language)

The vast majority of students who experience difficulty in fulfilling the Quantitative Reasoning and/or Second Language Competency will experience success by employing any number of academic support and/or advising strategies. Academic adjustments are only considered for students with disabilities whose documentation and/or educational history provide compelling evidence of an inability to complete graduation expectations so that an academic adjustment is warranted. Each academic adjustment will be based on an individualized, case-by-case assessment and should not compromise the academic integrity of the requirements for a specific major or degree. Academic adjustments may include an exception to an academic rule, such as allowing a student to complete a required course(s) on a pass/fail basis or substituting an alternative course(s) for a required course(s).

The following rules will apply:

- If quantitative or second language competency is deemed an essential element of a program or course of study, then a substitution is not permitted. The question of “essential element” will be decided by the Dean or designee of each school or college.
- Academic adjustments will not reduce the number of courses/credits required to complete General Education requirements. Waivers of General Education requirements are never granted.
- If the student changes his or her school or college of enrollment, academic adjustments will be reviewed by the appropriate Dean’s office in the new school or college of enrollment.
- Academic adjustments will be subject to the eight-year rule.

Students who plan to continue their studies beyond the baccalaureate degree should be advised that approved adjustments may not meet the requirements for admission to a graduate/professional school (e.g., law, medicine, etc.).

The Academic Adjustments Committee will convene to review requests and make final decisions. The committee will include the following individuals:

1. Designee from the Vice Provost for Academic Affairs (Committee Chair)
2. Designee from the Center for Students with Disabilities
3. Designees from the Dean’s office in the petitioning student’s school or college, the Bachelor of General Studies Program, or the Academic Center for Exploratory Students (ACES) as appropriate
4. Designee from the Department of Mathematics (in the case of a quantitative request)

5. Designee from the Department of Literature, Cultures and Languages (in the case of a second language request)

6. Designee from the General Education Oversight Committee

Students may appeal the decision of the Committee to the Vice Provost for Academic Affairs within 30 days of the date of the decision. This appeal is a review of the record furnished by the Committee for the purpose of determining whether all applicable procedures have been followed. It does not include an opportunity to submit additional evidence or documentation. If, at a later date, students wish to furnish additional evidence or documentation to support their adjustment requests, they may resubmit a petition for committee review.

Students requesting a course substitution based on disability should contact the Center for Students with Disabilities (CSD) and register through MyAccess. The CSD will review the student's request and supporting documentation about the nature of and functional limitations imposed by the disability. If the student qualifies as a student with a disability, the CSD will then engage with them to determine if a substitution is warranted, using a deliberative, interactive process to establish appropriate academic adjustments on an individualized, case-by-case, course-by-course basis. The CSD will also engage with the Dean or designee from their school or college to determine if the requirements under consideration are deemed to be an essential part of the student’s program or course of study. As noted above, if this is the case, a substitution is not permitted. If a substitution is deemed appropriate, the CSD Disability Service Professional (DSP) will notify the student and the Dean or designee from their school or college to discuss appropriate course alternatives. The Dean or designee will be responsible for determining which course(s) will fulfill the degree requirement. The CSD will also notify the Registrar and the Provost of the adjustment at the end of each semester.

At the end of each academic year, the CSD will submit a report on its activities to GEOC. The report will contain the number of cases reviewed in each category, and the outcome of each review.

Policy History:

Effective: December 11, 2006
Revisions proposed by the Senate Scholastic Standards Committee November 2017 December 2021 and by the Senate Curricula and Courses Committee October 2017 January 2022.
Approved by University Senate December 2017
Update of Syllabus Requirement to Include Make-Up Assignment/Assessment Policy

Rationale:

In an effort to help instructors manage requests by students for make-up opportunities, instructors should include clearly established course policies and expectations in course syllabi. This will provide students a clear set of course expectations particularly as they relate to missed assignments/assessments/projects. Syllabi which include policies and expectations related to possible make-up opportunities will allow the student to make informed decisions about course engagement, participation and what to do when needing to miss class due to illness or extenuating reasons. Extenuating reasons for missing a class component may not be easy to document and opportunities to address missed course components will help both instructors and students. Clearly established course policies which outline what a student may do to make up missed work will help to avoid the back and forth between student an instructor when make up work is requested.

The SSC believes this policy will be helpful to:

1. Students, who are fully aware of the policy for each class;
2. Instructors, who will refer to their pre-determined policy rather than having to make ad hoc decisions throughout the semester; and
3. The Dean of Students office, whose members will have full information about each class’s policy as they support students with questions or concerns.

A list of sample make-up policies will be developed and kept up-to-date on the CETL/Provost’s website.

Current By-Law

2.E.II

Responsibility for the Academic Assessment of Students

The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements must be stated in the syllabus for the course. Instructors shall provide, in writing on the first day of class, syllabi and schedules if not included in syllabi, to students in their courses, including internships and independent studies. Instructors shall specify what will be taught, when and how it will be
taught, when and how learning will be assessed, and how grades will be assigned, and (for distance education courses) how student identity will be authenticated.

**Proposed By-Law**

2.E.II

**Responsibility for the Academic Assessment of Students**

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- what will be taught,
- when and how it will be taught,
- when and how learning will be assessed,
- **when and how make-up assessments/assignments will be allowed (instructors are not permitted to require documentation from a medical provider), and**
- how grades will be assigned, and
- (for distance education courses) how student identity will be authenticated.