

University Senate Meeting
February 5, 2018
Rome Ballroom, Storrs Campus

1. Moderator Siegle called the meeting to order at 4:01 p.m.
Attendees were reminded to use microphone when speaking, for the benefit of all.

2. Approval of Minutes of December 4, 2017
A motion to accept the minutes was made by Senator Schultz and seconded by Senator Lewis.

MOTION PASSED UNANIMOUSLY

3. Report of the President
Presented by Provost Jeremy Teitelbaum

Provost Teitelbaum shared updates on behalf of President Herbst.

Update 1:

Last year President Herbst appointed a student fee committee, composed of faculty, staff, and students. It was chaired by Scott Jordan. Other members were:

Mark Boyer, Board of Trustees Distinguished Professor, Geography
Janine Caira, Professor of Ecology and Evolutionary Biology
Amy Donahue, Vice Provost for Academic Operations
Erika Elechion, Undergraduate Student
Michael Gilbert, Vice President for Student Affairs
Kent Holsinger, Vice Provost & Dean of the Graduate School
Scott Jordan, EVP&CFO (Chair)
Michael Kirk, Deputy Chief of Staff to the President
Anthony Patelunas, Graduate Student
Katrina Spencer, Associate Vice President for Budget and Planning

Their charge was to conduct a comprehensive review of fees charged to students at the University, other than Room, Board, and program fees, and recommend changes it believed may help ensure the integrity of UConn's fee structure and that each fee is appropriate and logical.

The committee report was finalized a few weeks ago and was submitted to the president. The report will be released tomorrow and posted online. President Herbst has indicated that she will accept all the changes recommended by the committee. Two of the more significant recommendations are eliminating Academic Materials Fees and Major Fees. The loss of revenue associated with these fees will be made up centrally. This will mean a reduction in fees for several thousand students without

having a significant fiscal impact on the university. The committee also recommended removing Student Health Services – which includes mental health services – from GUF, instead making it stand alone fee separate from GUF.

Scott Jordan and Provost Teitelbaum will be hosting a town hall meeting for students tomorrow on this subject and will present their full fee proposal, including these items.

Update 2:

Earlier this year, President Herbst appointed a Committee on Civil Discourse & Dialogue, following the events of last semester. Its charge states, in part: “The President’s Committee is to develop a permanent, effective strategy to further enhance a climate at UConn that fosters healthy argument, debate, and dialogue – especially among those with differing views, beliefs, experiences, and/or philosophies. This will build on and complement the exemplary work already being conducted by UConn faculty, staff, and students as part of the Humility & Conviction in Public Life project. The ultimate goal of the committee is to recommend strategies that will distinguish UConn nationally as an institution that nurtures and supports the free exchange of ideas and where elevated civil discourse thrives, even when it comes to the most contentious issues confronting our nation and the world.”

The committee is being chaired by Brendan Kane from history, and also includes faculty, staff, and students. They will be meeting throughout the spring semester.

Senator Sanchez posed a question about Article 19 in the new faculty contract, which establishes a Provost fund to support various purposes, including equity. She asked about the processes and timelines for allocating the fund, which amounts to approximately \$300k.

Provost Teitelbaum affirmed that there is a fund in the union contract for a number of purposes. Decisions made this year affect next year’s salaries. His office sent a memorandum to departments and the faculty union explaining the process. This memorandum should be consulted for accurate information.

4. Report of the Senate Executive Committee Attachment #24
Presented by SEC Chair Hedley Freake

Senator Mannheim commended the Center for Students with Disabilities for their work.

5. Consent Agenda Items:
 - Report of the Senate Curricula and Courses Committee Attachment #25

AGENDA ITEMS PASSED UNANIMOUSLY

6. VOTE – Motion to add Environmental Literacy to General Education program

Presented by Senator David Wagner

Attachment #26

Senator Wagner provided a brief history of the movement to establish a General Education requirement for Environmental Literacy.

On Dec 5, 2016, in a General Education Assessment Task Force Report Discussion, Senator Clausen put forth a motion to make environmental literacy a Gen Ed requirement. The motion received a positive reception from the floor; thus, Curricula & Courses asked GEOC to consider the matter. On October 2 2017, Senator Schultz proposed the ΔGE working group to consider the structure of the University General Education curriculum. The understanding at the time was that environmental literacy would be folded into the process, though ΔGE was approved with an indeterminate timeline. At the December 4, 2017 meeting, Senator Wagner presented the following motion to expedite the adoption of an Environmental Literacy Gen Ed requirement. The expedience is justified by the importance of the issue and would establish UConn as a leader in providing students with the knowledge to affect change.

The Motion to Add Environmental Literacy Course to General Education Requirements, as presented at University Senate meeting on December 4, 2017

All University of Connecticut students be required to take a 3-credit Environmental Literacy course as part of the General Education Requirements. This will not add to the total General Education course requirement.

Benjamin (Ben) Breslau, Undergraduate student intern in the Office of Environmental Policy, spoke in favor of the Environmental Literacy requirement. Since he made the same argument at the December 2016 Senate meeting, much has happened. The U.S. pulled out of the Paris Agreement, there have been monumental storms, and the U.S. continues to make a negative contribution to environmental change. UConn has embraced the “We are Still In” movement to make the world more sustainable. It is the responsibility of the University to embrace environmental literacy. This is what the students want, evidenced by the large number of students who signed the petition to pass Environmental Literacy as a Gen Ed requirement. Over 700 signatures were collected in the first three weeks of the semester, adding to the 1,200+ signatures previously collected.

Wanjiku (Wawa) Gatheru, Undergraduate Student Government Student Services Committee Chairwoman, read a prepared statement:

My love for the environment began with my love of food. Growing up, I would await the summer days to which I could pluck the fresh tomatoes from my mother’s garden and savor the sweet and tangy flavors under the sun. My first contact with the environment was through those tomatoes, through food, and through that, my first interaction with the physical environment was one of love. However, growing up, I did not see it that way. Though my childhood

house was surrounded by forest and lined the perimeter of the Connecticut Audubon trail, I never felt as though I was very connected with the environment. There were fragments of time that I did, like in third grade, when I first discovered the plight of the polar bear and wanted to do everything in my power to end the melting of the snowcaps. But those connections never lasted long, and I would always move onto something more 'tangible' – or so I thought. My difficulty with claiming an aspect of the environment was that I envisioned the environment as being 'out there'. Always 'out there' – the woods behind my house, the melting ice caps in the Arctic, the rainforests in the Amazon – always away, never 'here'. I had my 'AH-HA' moment of environmental proximity my junior year of high school. I had enrolled in Honors Environmental Science after a disastrous semester of Honors Chemistry and needed one more science to fulfill my education requirements. However, that class did more than fulfill a requirement – it changed my life. My teacher introduced the environment to me in a way that brought environmentalism to my doorstep. Never had I been taught about the concept of the human environment, let alone its interaction with the natural environment. In her classroom, the Earth and her future was bright, and humans had the capacity to provide solutions to the problems we created. I left that class with a newfound sense of belonging and an understanding that the environment was very much 'here' – and everywhere. I stand now before you a proud environmentalist, an environmental studies major, and someone who plans to dedicate her life to environmental justice efforts. And that reality would not be the case had I not had the life changing opportunity of quality environmental education. I do not stand here with the assumption that every person who has a similar opportunity will have a similar and dramatic shift in life trajectory – while it would be great. I instead stand here with the experience of someone who, with an environmental sustainability class, altered her lack of connection to the environment to one of close, personal environmental proximity. Given that experience, I believe that everyone has the capacity to arrive at their own 'AH-HA' moment and we have opportunity to aid the cultivation of such a moment. This is an opportunity for the university to continue to cultivate a new generation of thinkers, those who see environmentalism at their doorstep and utilize their consecutive academic backgrounds to the betterment of future of this planet and those who occupy it. Let us continue to stand at the forefront of this movement and aid our students in making our future livable and equitable. With such an opportunity within our grasp, I believe it is our duty to do all we can to achieve this.

Thank you.

Senator Freake shared that the SEC has discussed this topic to a fair extent. There is a need to balance the immediacy of concern about the environment with the complexity of the General Education requirements. Changes to those requirements must be thoughtful, as a change to one requirement can have an impact on other requirements. Because this motion requests students

to take one 3-credit course, without adding extra credits, it is a vote of principle. Should this pass, the SEC will establish a taskforce with ΔGE and GEOC to honor the immediacy of the need, while also making sure the new requirements will fit into short and long term programs. It is a three-step process: 1. Positive vote today; 2. Environmental Literacy Taskforce will recommend how this can be achieved in the short-term within the current system; 3. Long-term changes to the General Education curriculum will await the report of ΔGE.

Senator Mannheim spoke that he is in favor of having Environmental Literacy in the Gen Ed curriculum, but is concerned about the logistics. He would like the vote to say, “subject to a mechanism being provided”. The second bullet in the background of the Motion says that GEOC has identified mechanisms that would allow environmental literacy to be included in the existing general education structure, but the Senate has not heard what the mechanisms are. Senator Mannheim further inquired if they have identified capacity for adding anything else, as perhaps we would like other things to go in. He requested clarification on these points.

Senator Caira shared appreciation for Senator Mannheim’s concerns. There is a struggle to fulfill the students’ will, while allowing a committee to determine how to do so with care and thoughtfulness. GEOC developed potential solutions, but with the Senate forcing their hand and without careful consideration of going forward. If this motion passes, the SEC has come up with a mechanism for solutions to be addressed and voted on. The idea is to move forward, allowing a thoughtful group intersecting with ΔGE and GEOC to propose suggestions for vote.

Senator Segerson drew a parallel with what happened when we tried to establish an Environmental Studies major. It was not until then Deans Teitelbaum and Weidemann gave a mandate that they were successful. This vote is similar in that it would provide a mandate, separating the mandate itself with how to achieve the mandate.

Senator Beall spoke to Senator Mannheim’s concern that the motion is without enough teeth. He suggested a yes vote, with a public understanding that the SEC will immediately launch a taskforce with a goal of 2019.

Senator Bramble noted that the SEC debated how to move forward effectively and is confident that UConn can figure out a way to make this happen.

Senator Pratto share that she was glad to see the continued support of the Senate and lots of active input from students. However, she believes the motion should be to appoint the taskforce. It does not make sense to require a new Gen Ed, without a clue of how to do it. We should understand what constitutes an environmental literacy course.

A MOTION TO AMEND WAS PRESENTED BY SENATOR PRATTO

Motion: The Senate Executive Comm., in consultation with Sen. Wagner and Sen. Clausen and Sen. Schultz shall appoint a task force, headed by faculty, and inviting input from students and

relevant staff, to propose how UConn would be able to require a 3-credit required course in environmental literacy, one which shall not add to the total number of credits required for graduation, and criteria by which the Senate C&C can determine whether any proposed course qualifies as an environment literacy course. The committee shall report back to the Senate during spring 2018.

Senator Mannheim seconded the motion to amend.

Senator Volgushev inquired about capacity and noted that details should be discussed before we establish a requirement.

This question was deferred, as discussions needed to pertain to the amendment.

Senator Mannheim stated that a year ago, when Senator Wagner first brought the motion to the Senate, it was he who had recommended it go to GEOC. This was a mandate that GEOC did not meet. He argued in favor of giving a new mandate, but did not think this was possible with the motion on the floor. The question is, what is the mechanism? Given a year, we have yet to establish a mechanism.

Senator Segerson spoke against the amendment, which focuses on how UConn would be able to implement the requirement, but does not provide a mandate for doing it.

Senator Freake stated he would vote against the amendment. He did not see it as an amendment to the previous motion, but that it is an entirely new and different motion. What we are looking for is a vote of principle. Senator Mannheim has a concern that we may not be able to come up with a mechanism to fulfill requirement; however, such mechanisms have already been established by GEOC. GEOC has just not been able to agree upon which mechanism they support. The taskforce will choose or adapt one of the recommendations by the end of the semester. We can figure this out, but not on the floor of the Senate.

MOTION TO AMEND DID NOT PASS, WITH A MAJORITY OPPOSED

Discussions returned to the main motion.

Senator Gramling shared his concern that there was no way to really go forward with this other than by providing a general statement. He previously indicated he would not support the motion, but would support a motion that did not add to the total Gen Ed course requirement. If part of the motion is that we will not add to burden on students, he would be in favor.

A MOTION TO AMEND WAS PRESENTED BY SENATOR GRAMLING

Motion: All University of Connecticut students will be required to take a 3-credit Environmental Literacy course as part of the General Education Requirements that will not add to the total General Education course requirement.

Senator Zirakzadeh seconded the motion to amend.

Senator Beall noted that the implications are the same for this motion compared to first.

MOTION TO AMEND PASSED UNANIMOUSLY

Senator Brown inquired whether the 3 step approach presented by Senator Freake could be added to add teeth.

Senator von Hammerstein reflected that the beauty of this motion is that it is very general and basic. It says go forward; it is a charge. A second step is to determine how to best go about this charge, by examining details. GEOC has already come up with ideas and there will be a tight timeline with 3 steps.

Senator Hussein proposed that there should be a minor amendment to give taskforce a firm deadline and also not retroactively hold people accountable.

A MOTION TO AMEND WAS PRESENTED BY SENATOR KERSAINT

Motion: All University of Connecticut students beginning with the fall 2019 cohort will be required to take a 3-credit Environmental Literacy course as part of the General Education Requirements that will not add to the total General Education course requirement.

Seconded Darre seconded the motion to amend.

Senator Makowsky spoke in opposition to the motion because adding words to the simple principle may cause unintended consequences, particularly when those words are added on the fly. She suggested the Senate stick with simplicity.

Senator Pratto shared support for the amendment. She said she would vote for the motion because it provides specificity of action.

Senator Mannheim reminded that Senate that all students are bound to the catalog requirements in effect which they arrive. He agreed that the SEC needs a time limit, and this amendment would provide that.

MOTION TO AMEND DID NOT PASS, WITH A MAJORITY OPPOSED

SENATOR BANSAL CALLED THE QUESTION

Senator Bramble seconded.

SENATE VOTED IN FAVOR

Motion: All University of Connecticut students will be required to take a 3-credit Environmental Literacy course as part of the General Education Requirements that will not add to the total General Education course requirement.

MOTION PASSED, WITH A MAJORITY IN FAVOR

7. Report on Undergraduate Education & Instruction – Vice Provost John Volin Attachment #27

Vice Provost Volin thanked students for participating in the meeting.

Staff in the units, many of whom attended the meeting, received applause from the floor.

There was a question from the floor noting that the report is focused on undergraduates, but are there similar figures for graduate programs? Nancy Bilmes, Director of the Center for Career Development (CCD), responded that this report is particularly focused on undergraduates, but there is staff in CCD focused on graduate students. They did a survey on graduate students last year. Senator Pane added that all doctoral students are required to do a survey.

Senator Bramble inquired about the 2016-17 First Designation Data, which said 62% of respondents were employed. She asked about the nature of employment.

Nancy Bilmes responded that they have not dug that deep into the data to know if respondents are employed in their chosen field. Anecdotally, she sees many are employed in their field or a career-related occupation. CCD will be able to report on this more in future.

Senator Wagner inquired about whether the information about Fulbright Scholars pertained to the Scholars UConn sends out. He further inquired whether there is funding available to support Fulbright Scholars who want to come to UConn. He noted that we have had to turn away graduate student Fulbrights due to lack of funds.

Vincent Moscardelli, Director of the Office of National Scholarships & Fellowships, replied that the numbers presented in the slides reflect numbers going out. Most were graduate students. Their office does not deal with students coming in. They refer international students to another office.

Senator Wagner expressed concern that that there isn't money to accept Fulbrights, and would like for funding to be available in the future.

8. Annual Update on Athletics Attachment #28
Presented by Director of Athletics David Benedict

At 5:35 p.m. Moderator Siegle called for new business. There was none.

Senator McCutcheon expressed that he was glad to see cost cutting measures. However, these pale in comparison to being in a Power Five conference. He inquired if the current NCAA violation could jeopardize entry into a Power Five conference.

Mr. Benedict replied that conference realignment, and the opportunity for UConn to join one of the Power Five conferences, is important. This decision is up to the presidents of the institutions that are members. He does not have a lot of influence with the presidents. The best things we can do to position ourselves is to do well academically and have facilities comparable with peers. We are trying to finalize fundraising so we can begin construction on softball, baseball, and soccer facilities. No member of a Power Five conferences has facilities that look like UConn's for softball, baseball, or soccer. We need to focus on the things we can control. We will do politicking, but at the end of the day those decisions are driven by conferences and presidents, which are outside our control. The word on the street is that there won't be conference expansion until the next round of TV negotiations. This will be 2021, 22, and 23. Money provided to these conferences by contracts in place secure a certain amount of money to teams in the conferences. If additional teams are added now, it would mean the current teams would have to give up revenue. He can't speak to violations specifically. At this point he is not aware of violations, only allegations.

Senator Makowsky referenced recent articles in the news about head injuries in football, and asked what we are we doing. This is a concern on moral and ethical lines.

Mr. Benedict replied that we have a very strong protocol in place for any type of head injury regardless of sport. Some sports are prone to head injuries/concussions. We work with the NCAA and their medical staff on protocols. UConn's protocols have to be approved by the NCAA annually. As this relates to football, every campus handles things differently. Football coach Randy Edsall does a good job of managing how much contact football players have day-to-day, week-to-week. He could not say anything about the connection of football to CTE, but we are doing what is recommended by all the top medical professionals and following protocols.

Senator Hertel asked what the overall percentage graduation rate is and the variation between sports. She also asked if there has been change over time.

Mr. Benedict replied that he did not bring this information with him, but will forward it to be shared. The graduation rate is important, but they focus more on academic progress because this is focused on heavily by the NCAA. From the APR, we are doing very well. Based on what we are doing from an academic standpoint, one can imagine how we are doing from a graduation standpoint.

Senator Kane asked about the relationship between non-revenue generating sports and a strategy to attract ourselves to Power Five programs. When we think of revenue generating sports, these are football and basketball. Yet, we are looking to build better facilities for non-revenue generating sports-- baseball, softball, and soccer. If we lay out money for better facilities in hope of being invited, what do we do if we don't get invited? How do we absorb costs?

Mr. Benedict replied that if you look at Power Five conferences, and trying to get an invitation, it does not matter if an Olympic sport is making money. This is because all universities in the Power Five have the same sports, and the majority of those aren't making money either. But facilities are at a standard that one might expect. Just as faculty have standards for classrooms and labs, we have them for facilities

and ours are below what UConn should accept. Werth Center cost approximately \$30M. This project for baseball, softball, and soccer will cost approximately \$60M. This money comes from athletic-generated funding; over \$90M is not part of University support. This is a higher standard than anyone else is being expected to meet on campus. If anyone did a walk-through of these facilities, they would not approve of some of the facilities we have. From basketball and football, we have excellent facilities we have invested in. Others fall short, regardless of conference.

Senator McCutcheon stated that baseball and softball are not keeping us out of the Power Five. What keeps a school out is bad football or basketball. We have more national championships for basketball than anyone. We have the best resume compared to most schools if one ignores football. We should be able to crack into one of those conferences easily. He believes that the public relations disaster makes it look like the school is spiraling down. We are spending like a Power Five conference, but are not in one. We are not going to get in with a better baseball field.

Mr. Benedict responded that there is no disagreement that we belong in a Power Five, but those conferences have certain expectations of members. He has been a member and has sat in a room with peers and presidents. In some areas we exceed the minimums, but in other areas we do not meet them. Investment in baseball, soccer, and softball will not automatically get us in, but substandard facilities will keep us out. The athletic department is not in a spiral.

Senator Mannheim inquired about student athlete scholarships. There are 437 student athletes on scholarship, which average approximately \$40k per student. How much of the \$16M allocated goes into sports that do not make money?

Mr. Benedict responded, most, but it depends on how you define "makes money". Are we talking about whether a sport shows a net surplus or positive at the end of the year? We make money from hockey, but it does not offset the cost of program. Most sports don't make money.

Senator Caira reflected if greed of the current members is one reason we are not in a Power Five.

Mr. Benedict responded, that some follow this closely. The Big 12 had a process that played out in the papers last year. A lot of schools were invited to meet with that conference in Dallas. We went and boasted about our successes. The presidents in the league couldn't agree on what they wanted to do, and didn't add new members to the conference. Had they taken more members, they would have had to come up with a pro rata share based on schools they added. ESPN then gave them more money to take that clause out of the conference. Right now, if conference members leave the conference, they can't take their TV contracts with them. The pie is only so big and is divided by however many schools are in the league. Until there is an opening and renegotiation of the contract, it is not plausible. There are additional factors with all the things going on with TV, cord-cutters, etc. If a conference takes us in, we will not provide the money they will lose. We will not bring in \$40M based on our TV market. There have to be other reasons why they would want to bring us in.

Senator Beall responded to the suggestion that the way to get into a Power Five conference is not to invest in softball, etc., but to put the money somewhere else. We hired AD Benedict to make these decisions, and it is not up to us to understand them.

Mr. Benedict added that it is important to understand that a lot of the funds being donated by people are for a specific reason. For example, Peter Werth just donated funding for Entrepreneurship and Innovation. Former soccer player, Tony Rizza, gave \$8M for a soccer facility. We cannot put that money into something else we think is more important.

9. Report from Scholastic Standards Committee Attachment #29
- PRESENTATION – Motion to amend the By-Laws, Rules and Regulations of the University Senate 11.C.1 and 11.C.1.g, Minimum Requirements for Undergraduate Degrees

Senator Makowsky briefly presented the changes. The motion was not up for vote at this meeting. She asked that if anyone sees anything in that section of the By-Laws that needs to be cleaned up, to contact her via email. She will bring those suggestions to the Scholastic Standards Committee.

Senator Bresciano made a motion to adjourn at 6:00 p.m. The motion was seconded by Senator Wagner. The motion was accepted by a standing vote of the Senate.

Respectfully Submitted,

Jill Livingston
 Head of Library Research Services
 Secretary of the University Senate

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair
 Rajeev Bansal
 Karen Bresciano
 Janine Caira
 Jaci Van Heest
 Irma Valverde

Pam Bramble
 Nancy Bull
 George McManus
 Katharina von Hammerstein
 Deepthi Varghese

The following members were absent from the February 5, 2018 meeting:

Accorsi, Michael
Aneskievich, Brian
Batt, Steven*
Cetegen, Baki
Clark, Jon
Cobb, Casey*
D'alleva, Anne
Deibler, Cora
Dunne, Gerald*
Elliot, John
Ernst, Alexis
Fitch, R. Holly

Gebelein, Anne*
Hagan, Raymond*
Herbst, Susan*
Holsinger, Kent*
Howell, Amy*
Jordon, Scott
Judge, Michelle
Kendig, Tysen
Kaminsky, Peter*
Locust, Wayne
Loturco, Joe
Pancak, Katherine*

Rios, Diana
Sanapala, Sandhya
Schwab, Kristin
Shoulson, Jeffrey*
Simien, Evelyn*
Tumu, Nandan
Vasu, Vignesh
Wei, Mei
Werkmeister-Rozas,
Lisa*

SENATE EXECUTIVE COMMITTEE
REPORT to the UNIVERSITY SENATE
February 5, 2018

Good Afternoon,

The Senate Executive Committee met three times since our last Senate meeting. On January 26, the SEC met with incoming Provost Craig Kennedy. Provost Kennedy officially begins his appointment on April 1. We look forward to welcoming him at the University Senate meeting on April 2.

The SEC then met with Senate committee chairs to cover what was a very full agenda. The motion to add Environmental Literacy to the General Education Requirements was discussed and we look forward to the vote at this meeting shortly.

The Nominating Committee reports that the Senate constituency elections closed on Thursday. Results of those elections will be announced in the coming days. Elections for the President's Athletic Advisory Committee and the Committee of Three will be held in the coming month. The Committee will also begin work on the Senate committee rosters for 2018-2019 and Senators are encouraged to look for the email from Cheryl Galli requesting their committee preferences.

The Faculty Standards Committee reports that review of the current Student Evaluation of Teaching is nearing completion. They expect to have a report and recommendations ready for the March Senate meeting.

The Scholastic Standards Committee is presenting a motion today regarding additional majors. They have also completed a review of revised regulations for the Honors Program that will come before the Senate later this semester. The committee met with Senator Korbelt in her role as Director of Center for Students with Disabilities to discuss academic accommodations. As most in this room know, there has been a large increase in the number of students who are requesting and have been approved for academic accommodations. It is important to understand that these accommodations are not a matter of choice for CSD or faculty; their provision is required by federal law. The SEC and committee chairs discussed the added work this puts on teaching faculty as well as the difficulty in managing the requests. The Scholastic Standards Committee prepared a set of recommendations that have been passed on to the Provost and were discussed at our meeting with administrators last Friday. These include enhanced avenues of communication between CSD and faculty and more support for faculty in providing the required accommodations.

On January 29, the SEC met with Athletic Director Dave Benedict and NCAA representative Scott Brown to discuss the concerns and constraints surrounding university athletics. We look forward to hearing the report of Mr. Benedict later in this meeting.

On February 2, the SEC met with President Herbst and the new Board of Trustee Chair Tom Kruger. This meeting was intended to introduce Mr. Kruger to the University Senate and to allow him to better understand the academic workings of the university.

The SEC then met with Administrators. Nathan Fuerst shared that a new UConn record has been set with 37, 121 freshman applications as of January 1. Decisions for an incoming Storrs class of 3700 will be made by March 1.

Michael Gilbert discussed the new Outside Speaker Event Review Procedures. We were happy to learn that there were no negative incidents related to the recent on-campus talk by Ben Shapiro, which was the first event to move through the newly established procedures.

Scott Jordan shared that there will be two town hall meetings to present the new student fee structure that will be recommended to the Board of Trustees later this month. This proposal is the work of a committee formed by President Herbst that included administrators, faculty, staff and students. The committee reviewed issues such as ways to simplify the fee structure, whether some services funded by a fee should be supported another way, if the University applies the fees consistently, and whether any fees should be eliminated, created, or combined. The town hall meetings will be held tomorrow at the Konover Auditorium in the Dodd Center beginning at 1:00pm and 5:00pm.

Finally, we are pleased to announce that planning is well underway for the University's spring Metanoia on the Environment. The Steering Committee is being co-chaired by Undergraduate Student Benjamin Breslau and Professors Jack Clausen and Dave Wagner. The Committee is welcoming proposals for events from the University community through February 15. Information on the Metanoia, including the proposal process, can be found at theenvironment.uconn.edu

The next meeting of the University Senate will be held on Monday, March 5.

Respectfully submitted,

Hedley Freake, Chair
Senate Executive Committee

**University Senate Curricula and Courses Committee
Report to the Senate
February 5, 2018**

I. The Senate Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:

A. ECON 1495 Special Topics (#5668)

Proposed Catalog Copy

ECON 1495. Special Topics

One to three credits. With a change in topic, may be repeated for credit.

B. ECON 1498 Variable Topics (#5669)

Proposed Catalog Copy

ECON 1498. Variable Topics

Three credits. With a change in topic, may be repeated for credit.

C. ENVE 2411 Introduction to Computer Aided Design (#4897)

Proposed Catalog Copy

ENVE 2411. Introduction to Computer-Aided Design

One credit. Prerequisites: enrollment in the School of Engineering.

Introduction to computer-aided design and drawing, emphasizing applications in civil and environmental engineering and landscape design. Introduction to fundamental CAD concepts and techniques, such as drawing commands, dimensioning, layers, editing techniques, and plotting, and additional software packages to create planimetric and topographic maps. Related topics include scale, coordinate geometry, and terrain representation.

D. EPSY 2450 Whole Child, School, and Community: Linking Health and Education (#4898)

Current Catalog Copy

EPSY 2450. Whole Child, School, and Community: Linking Health and Education

Three credits.

Examination of interrelated contributors in health and education on child well-being using the Whole School, Whole Community, Whole Child model. Discussion of theory and evidence behind initiatives to integrate policy, process, and practice across learning and health sectors, providing broad perspective on interconnections across critical systems of care for children.

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

A. CE 2710 Transportation Engineering and Planning (#5530) [Revise pre-reqs]

Current Catalog Copy

CE 2710. Transportation Engineering and Planning

Three credits. Prerequisite: PHYS 1201 or 1401 or 1501. Recommended preparation: CE 2410.

Design of transportation facilities. Traffic flow and capacity analysis. Travel demand analysis and planning methods.

Revised Catalog Copy

CE 2710. Transportation Engineering and Planning

Three credits. Prerequisite: PHYS 1201 or 1401 or 1501. Prerequisite or Co-requisite: CE 2251 OR STAT 1100. Recommended preparation: CE 2410.

Design of transportation facilities. Traffic flow and capacity analysis. Travel demand analysis and planning methods.

B. CHEG 2103 Introduction to Chemical Engineering (#5105) [Revise pre-reqs]

Current Catalog Copy

CHEG 2103. Introduction to Chemical Engineering

Three credits. Prerequisite: CHEM 1128 or CHEM 1125 and 1126; MATH 1132; and CSE 1010. Application of the principles of chemistry and physics to chemical processes; units, dimensions, and process variables; material balances; equations of state (ideal and real); single component equilibria; energy balances; non-reactive and reactive processes; combined mass and energy balances.

Revised Catalog Copy

CHEG 2103. Introduction to Chemical Engineering

Three credits. Prerequisite: CHEM 1128Q, or CHEM 1125Q and 1126Q; MATH 1132Q.

Recommended Preparation: CSE 1010.

Application of the principles of chemistry and physics to chemical processes; units, dimensions, and process variables; material balances; equations of state (ideal and real); single component equilibria; energy balances; non-reactive and reactive processes; combined mass and energy balances.

C. ECE 1101 Electrical and Computer Engineering Tools (#5155) [Revise credit restrictions]

Current Catalog Copy

ECE 1101. Electrical and Computer Engineering Tools

One credit. Not open for credit to students who have passed ECE 3101.

An introduction to the modern computer tools used for circuit analysis, signal and system analysis, control, and data acquisition.

Revised Catalog Copy

ECE 1101. Electrical and Computer Engineering Tools

One credit.

An introduction to the modern computer tools used for circuit analysis, signal and system analysis, control, and data acquisition.

D. MARN 1001 The Sea Around Us (#4717) [Cross-list with MAST 1001]

Current Catalog Copy

MARN 1001. The Sea Around Us

Three credits.

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology and pollution on marine ecosystems. CA 3.

Revised Catalog Copy

MARN 1001. The Sea Around Us

(Also offered as MAST 1001) Three credits.

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology and pollution on marine ecosystems. CA 3.

MAST 1001. The Sea Around Us

(Also offered as MARN 1001) Three credits.

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology and pollution on marine ecosystems. CA 3.

E. MARN 1002 Introduction to Oceanography (#4579) [Revise credit applications]

Current Catalog Copy

MARN 1002. Introduction to Oceanography

Three credits. A background in secondary school physics, chemistry or biology is recommended. Not open to students who have passed MARN 1003.

Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. CA 3.

Revised Catalog Copy

MARN 1002. Introduction to Oceanography

Three credits. A background in secondary school physics, chemistry or biology is recommended. Not open to students who have passed MARN 1003. Students who complete both MARN 1002 and MARN 1004 will receive credit for a CA 3 laboratory course.

Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. CA 3.

F. MARN 1004 Oceanography Laboratory (#4580) [Revise credit applications]

Current Catalog Copy

MARN 1004. Oceanography Laboratory

First semester (Avery Point). Second semester (Storrs). One credit. One 3-hour laboratory per week. Prerequisite: MARN 1002 or equivalent. Not open to students who have passed MARN 1003.

Laboratory experiments, hands-on exercises, and field observations (including required cruise on research vessel) that teach fundamental oceanographic concepts emphasizing physical, chemical, and biological processes and their interaction in the marine environment. A fee of \$35 is charged for this course.

Revised Catalog Copy

MARN 1004. Oceanography Laboratory

One credit. One 3-hour laboratory per week. Prerequisite: MARN 1002 or equivalent. Not open to students who have passed MARN 1003. Students who complete both MARN 1002 and MARN 1004 will receive credit for a CA3 laboratory course.

Laboratory experiments, hands-on exercises, and field observations (including required cruise on research vessel) that teach fundamental oceanographic concepts emphasizing physical, chemical,

and biological processes and their interaction in the marine environment. A fee of \$35 is charged for this course.

- G. URBN/AMST 2400 City and Community in Film (#4816) [Add AMST cross-listing, add CA1 to AMST listing]

Current Catalog Copy

URBN 2400. City and Community in Film

Three credits.

Aesthetics, history, and contemporary relevance of American films that feature the urban, suburban, and/or small town landscape as a major “character” shaping plot and story. Films read closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. CA 1.

Revised Catalog Copy

AMST 2400. City and Community in Film

(Also offered as URBN 2400) Three credits.

Aesthetics, history, and contemporary relevance of American films that feature the urban, suburban, and/or small town landscape as a major “character” shaping plot and story. Films read closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. CA 1.

URBN 2400. City and Community in Film

(Also offered as AMST 2400) Three credits. Aesthetics, history, and contemporary relevance of American films that feature the urban, suburban, and/or small town landscape as a major “character” shaping plot and story. Films read closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. CA 1.

III. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend INCLUSION of the following courses in Content Area 1 – Arts and Humanities:

- A. AMST 3201 Introduction to Asian American Studies (#4535) [Cross-listing with AASI 3201] {CA1-E}
- B. AMST 2400 City and Community in Film [Cross-listing with URBN 2400] {CA1-A}

IV. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend INCLUSION of the following courses in Content Area 3 – Science and Technology, non-Lab:

- A. MAST 1001 The Sea Around Us (#4717)

V. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend INCLUSION of the following courses in Content Area 4 – Diversity and Multiculturalism, non-International:

- A. AMST 3201 Introduction to Asian American Studies (#4535) [Cross-listing with AASI 3201]

- B. SOCI 2651/W Sociology of the Family (#N/A)

VI. New S/U Graded Courses:

- A. AGNR 5099 Independent Study (#4495)

Proposed Catalog Copy

AGNR 5099. Independent Study

Variable (1-6) credits. Prerequisite: Instructor consent. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated for credit.

VII. For the information of the Senate Curricula and Courses Committee and the University Senate, the General Education Oversight Committee has approved the following course for ONE intensive session offering in Winter 2018:

- A. ECON 2500W Writing in Economics (#N/A)

VIII. The Chair of the Senate Curricula and Courses Committee approved the following Special Topics courses for one offering:

- A. UNIV 1985 Special Topics: Public Engagement Entrepreneurship Fellowship sponsored by Co-Op Bookstore (#5185) [Spring 2018 offering]

- B. UNIV 3995 Special Topics: Healthcare Internship with Atlantis Project – Greece (#4938) [Winter 2018 offering]

Respectfully Submitted by the 17-18 Senate Curricula and Courses Committee: Michael Darre (Chair), Michael Bradford, Marianne Buck, Daniel Burkey, John Chandy, Michael Ergo, Peter Diplock (Ex-officio), Dean Hanink, Kathleen Labadorf, Jean Main, David Ouimette, Felicia Pratto, Eric Schultz, Suzanne Wilson

12/6/17 and 1/24/18 meetings

Motion to Add Environmental Literacy Course to General Education Requirements

presented at University Senate meeting on December 4, 2017

by Senator Wagner, Seconded by Senator Clausen

Background

- GEOC has identified capacity among UConn's existing courses for a 3-credit environmental literacy general education requirement
- GEOC has identified mechanisms that would allow environmental literacy to be included in the existing general education structure, without adding to a student's course load
- There is urgency for greater environmental literacy across all walks of university life, including the need of an awareness of the environmental injustices and economic consequences in looming planetary climate changes
- Undergraduate-led efforts have gathered more than 1000 student signatures endorsing an environmental literacy general education requirement
- The University of Connecticut is recognized as one of America's greenest higher learning institutions and has distinguished itself as a leader in environmental research, education and action
- The charge of colleges and universities worldwide is to train their students to solve tomorrow's challenges and to take leadership roles in building our collective global future

Motion

All University of Connecticut students be required to take a 3-credit Environmental Literacy course as part of the General Education Requirements. This will not add to the total General Education course requirement.

Undergraduate Education & Instruction

University Senate Report

John Volin, Vice Provost for Academic Affairs

February 5, 2018

UConn

- **Honors and Enrichment Programs**
Assistant Vice Provost Jennifer Lease Butts
- **Institute for Student Success (ISS)**
Assistant Vice Provost Maria D. Martinez
- **Center for Excellence in Teaching and Learning (CETL)**
Assistant Vice Provost Peter Diplock
- **Center for Career Development (CCD)**
Assistant Vice Provost James Lowe

Honors and Enrichment Programs

Honors Program

Honors Program Requirements:

A new set of Honors requirements will be adopted for Fall 2018. Students will graduate as **Honors Scholars** based on advanced and creative work completed in the major. The new **University Honors Laureate** designation will also be awarded to Honors students who are actively engaged in a more comprehensive experience in the Honors Program during their undergraduate career.

Pre-Law Advising Center

LSAT Test Center

UConn now serves as a testing center for the LSAT, making the application process to law school more convenient.

Pre-Medical & Pre-Dental Advising Center

Professional School Composite Letters:

A Pre-Medical committee was established to begin development of an enhanced student applicant letter collection portal.

Office of National Scholarships & Fellowships

Fulbright U.S. Student Program:

Twenty-three UConn students submitted applications for Fulbright U.S. Student Programs around the world. Ten advanced to the semi-finalist stage, and seven were ultimately named Fulbright Fellows.

Individualized and Interdisciplinary Studies Program

Data Science Individualized Major and Revisions to Minors:

IISP facilitated the creation of guidelines for a Data Science Individualized Major. It also led efforts to revise the Crime and Justice minor and the International Studies/Global Studies minor.

University Scholar Program

In Dec. 2017, 25 juniors were selected from a pool of 48 applicants.

Institute for Student Success (ISS)

Learning Community Program

- 33 faculty led LC's
- 2,700 students, including 44% of incoming class
- Two new non-residential LCs launched: Kinesiology and Psychological Sciences
- 164 courses serving 1st & 2nd year students
- Over 300 events engaging students in fall semester
- Over 1,100 fall sign-ins to LC Innovation Zone (LCIZ) makerspace in the Peter J. Werth Tower



ACES Major Exploration Week

- Students are able to explore academic options through advising and The Major Experience (TME), even if they have a major
- This week offers a series of events to encourage the 'exploring' mindset in students





Center for Academic Programs

- CAP's 50th Anniversary Gala was held on Oct. 28, 2017 in Rome Ballroom
- This event highlighted the incredible role that CAP has had in the lives of students and their families
- Over 250 guests were in attendance
- Francisco Borges, CAP alumnus and current Chairman of Landmark Partners gave the keynote address



LSAMP

- LSAMP students are embracing a new culture of undergraduate research
- 14 students completed summer research; 5 of those received competitive REU positions
- Research opportunities were offered across a wide variety of settings, institutions, and disciplines - nationally and internationally
- Students completed research in China, in public and private institutions, and with national laboratories

Center for Excellence in Teaching and Learning (CETL)

17/18 - A - 156

- SET + (promoting formative assessments, peer observations, and supporting faculty and department efforts to document teaching effectiveness)
- Surpassing thresholds:
 - Summer/winter programs > 12,000 enrollments
 - Early College experience and pre-college summer > 13,000 students
 - eCampus > 400 online courses
 - Q and Writing Center >22,000 visits
- 2017-2018 Large Course Redesign (collaborating with departments to redesign large courses to improve learning outcomes)
 - (CHEM1127/1128; PNB2274/2275, ENGL 1010/1011)
- Enhancing programming and support for Regional Campus and adjunct faculty, and increasing number of teaching talks and faculty workshops for all campus faculty that address civility, diversity, and inclusion in the classroom



Individual Membership

The NCFDD membership cuts across disciplines, and our members represent a wide range of colleges and universities. We invite you to join our 12-months of mentorship that includes our signature tools, training and online community.

[Read more >](#)

GRADUATE STUDENTS



POST-DOCS



TENURE-TRACK



MID-CAREER



ADMINISTRATORS



COMMUNITY SEARCH

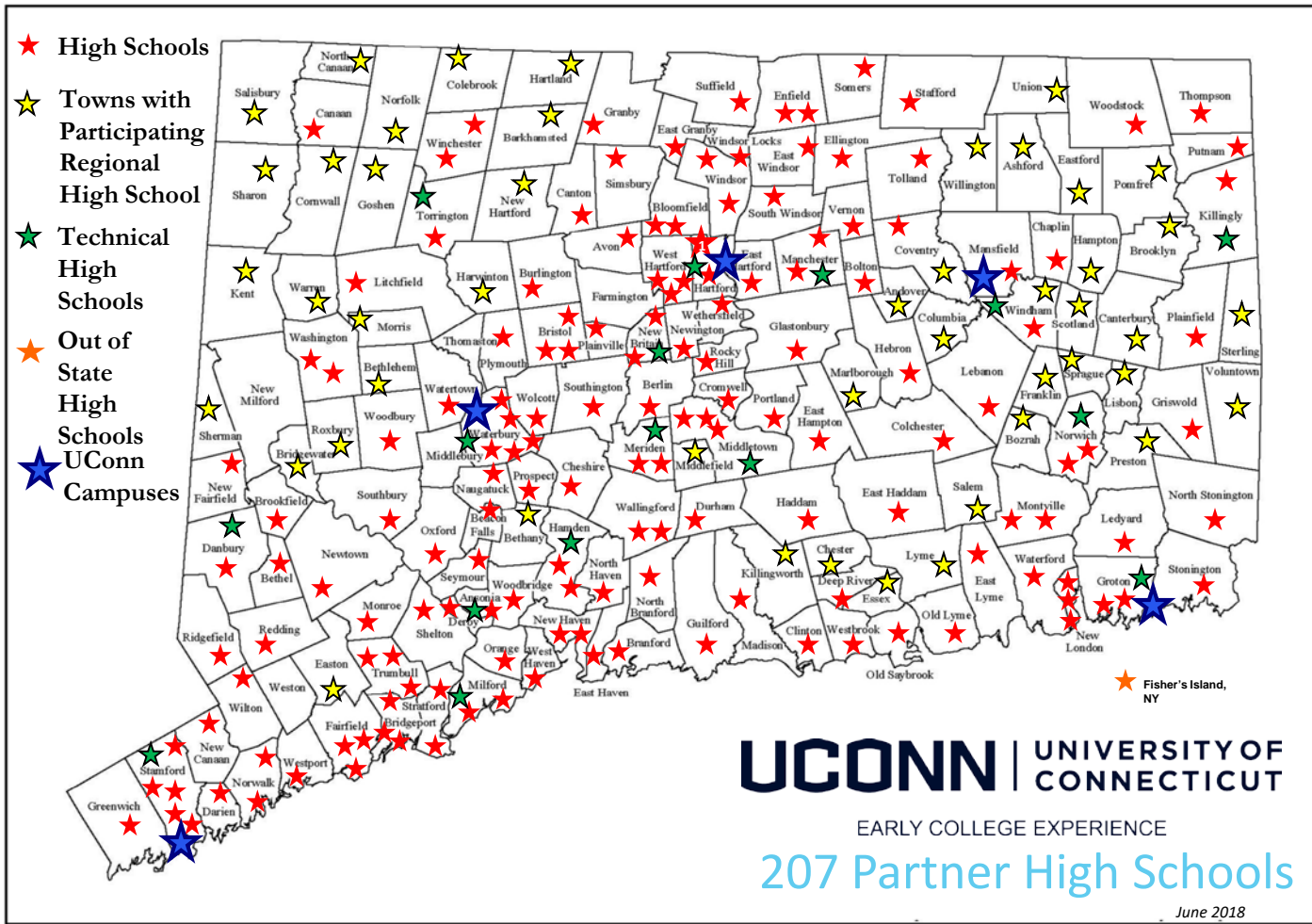
LATEST NEWS

[more](#)

CALENDAR

[more](#)

SIGN IN



Mark your calendars

University Teaching & Advising Awards

- When: **April 4th**, 2018 4:00 - 6:00
- Where: Alumni House

President's Series on Teaching Excellence

- When: **April 12th**, 2018 4:00-5:00 (reception to follow)
- Where: Dodd Auditorium
- Ron Beghetto (Neag):

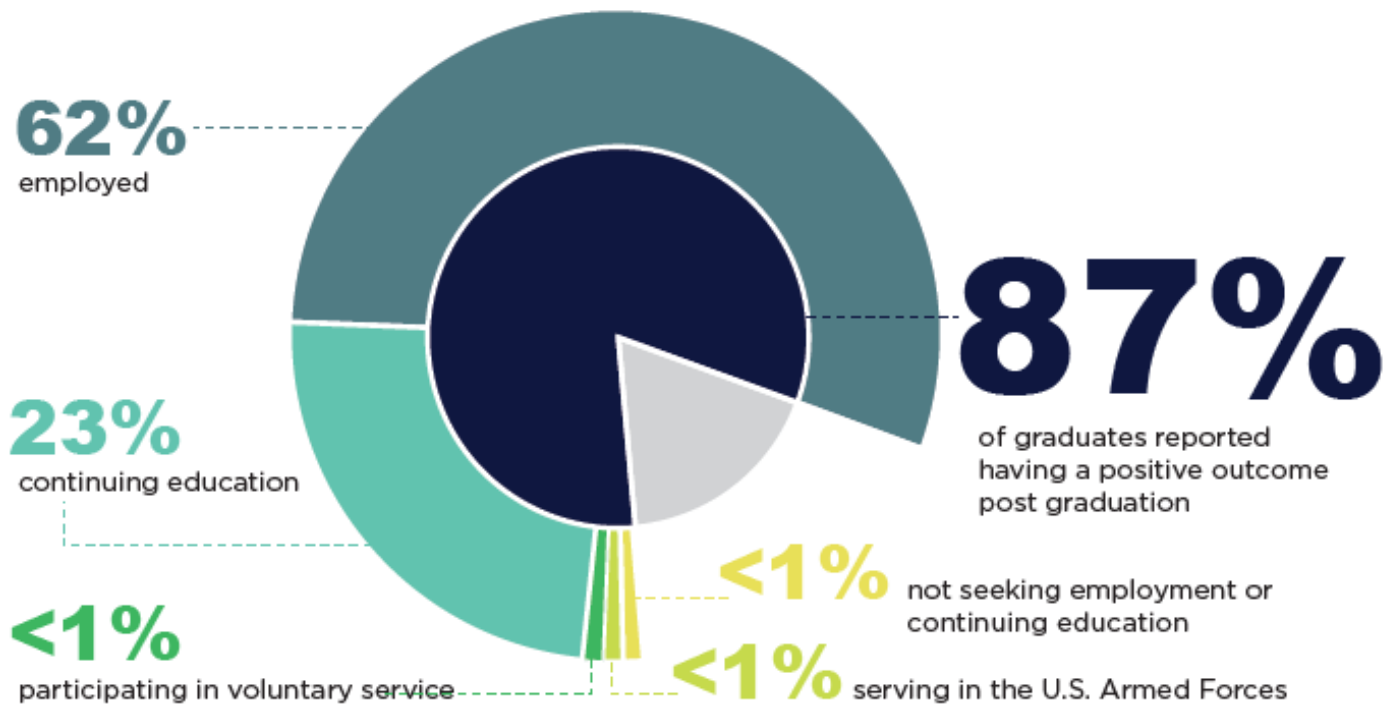
What if? Creating a Space for Possibility Thinking in the University Classroom

Center for Career Development (CCD)

17/18 - A - 160

2016-2017

FIRST DESTINATION DATA



76%

of graduates who attended high school in CT, who are employed, are working in the state.

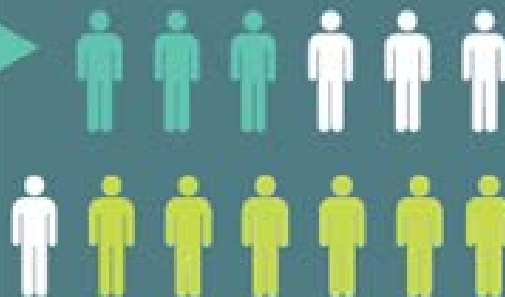


27%

of graduates who did not attend high school in CT, who are employed, are working in the state.

50%

of graduates reported utilizing services offered at the Center for Career Development.



85%

of students with positive career outcomes reported participating in experiential learning prior to graduation

TOP TEN JOB TITLES

1. Analyst
2. Audit Associate
3. Engineer
4. Financial Analyst
5. Management Trainee
6. Project Manager
7. Registered Nurse
8. Research Assistant
9. Software Developer
10. Teacher

TOP CONNECTICUT EMPLOYER PARTNERSHIPS





Division of Athletics

February 2018 Senate Meeting

David Benedict

UConn

Academic Excellence

- 3.0** Average GPA among UConn's 650 SA's
- 33** Students achieved a perfect 4.00 GPA
- 18** Teams had over an average 3.00 semester and cumulative GPA

Student-Athletes

Total Number of SA's: **650**

Total Men: **329**

Scholarship: **211**

Non Scholarship: **118**

Total Women: **321**

Scholarship: **226**

Non Scholarship: **95**

Value of College Athletics

February 1st, 2018

UConn @ South Carolina W. Basketball

Ratings:

Hartford – **8.7** Local Rating or **80,171** Homes

National Audience – **0.48** or **669,216** Homes

Value - \$4,000 per 30 seconds

Total time on air = 100 minutes

Total Monetary Value = **\$800,000**

UCONN

Division of Athletics Budget Snapshot

Revenue	FY 2016 Actual	FY 2017 Budget	FY 2017 Actual	FY 2018 Budgeted
University Scholarship Support	\$ 16,079,017	\$ 16,108,218	\$ 16,406,406	\$ 17,111,600
University Operations Support	\$ 5,463,249	\$ 9,291,782	\$ 7,680,782	\$ 8,291,782
Head Coach Severance**			\$ 4,329,897	
Total Revenue	\$ 79,009,062	\$ 80,128,274	\$ 83,374,163	\$ 81,286,153

Total Revenue Opportunities

Source of Revenue	Amount of Revenue
Clemson Football Game	\$1.1 Million
Third Tier Rights (Women's Basketball)	\$1 Million
Fenway Game	\$1.2 Million
Courtside Seats	\$324K

Total Revenue Opportunities: \$3.6 Million

Expense Reduction Opportunities

Source of Savings	Amount of Savings
Ticket Printer – WWL	\$50K
RFP (Charters)	\$300K
Football Charters – Sun Country	\$375K
Summer School	\$267K

Total Expenses Reduced: \$992K

The Aspire Group

- Increased football group ticket revenue by **\$85,891**
- Increased Men's Basketball group tickets sold by **2,172**
- Increased Women's Basketball revenue by **\$96,190**, and group tickets by **5,448**
- Increased revenue for Men's Hockey groups by **\$5,014**

Sport	Football		Men's Basketball		Women's Basketball		Men's Hockey	
Year	Revenue	Tickets	Revenue	Tickets	Revenue	Tickets	Revenue	Tickets
2015	\$ 197,570.00	8590	\$ 118,497.00	4966	\$ 65,495.00	5292	\$ 40,960.00	4371
2016	\$ 271,505.00	14708	\$ 74,080.00	4297	\$ 108,678.00	6574	\$ 42,080.00	4436
2017	\$ 283,461.00	13796	\$ 128,725.00	7138	\$ 161,685.00	10740	\$ 45,974.00	3239

2017-18 Title IX Engagement

- **Title IX Meetings with all Head Coaches**
- **Title IX Presentation to all Division Staff**
- **In-person team-by-team tailored training for every Student-Athlete**
- **Training for all Athletic Trainers**
- **Review & Update of Athletics Handbook**
- **Ongoing Coordination between Title IX Coordinator and AD**
- **Conducting climate checks**
- **Thinking Ahead: ongoing training, speakers, presenters on these topics**

UNIVERSITY OF CONNECTICUT

Senate Scholastic Standards Committee

Report to the University Senate

December 13, 2017

I. Minimum Requirements for Undergraduate Degrees: Additional Degree and Additional Majors Across Schools and Colleges.

A. Background

To earn a baccalaureate degree, students must: meet all requirements of one school of the University, earn at least 120 credits, and earn at least a 2.0 grade point average for all calculable course work.

To earn an additional baccalaureate degree, wholly or partly, concurrently or after receiving another degree, students must: meet all requirements for each degree, and earn at least 30 credits more than the highest minimum requirement of any of the degrees.

The proposed changes:

- Specify requirements for earning additional majors across schools and colleges.
- Remove the Bachelor of Technology degree from *Requirements in General* since it no longer exists.
- Edit several sentences for clarity under *Requirements in General* and *Additional Degree*.
- Propose *Additional Majors Across Schools and Colleges* as h.
- Re-letter h-i.

Note: No changes are proposed for By-Laws Sections II.C.1.a-f.

B. Current Relevant By-Laws

By-Laws, Rules, and Regulations of the University Senate II.C.1. and II.C.1.g.

Minimum Requirements for Undergraduate Degrees

C. Minimum Requirements for Undergraduate Degrees

1. Requirements in General

The degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science, and Bachelor of General Studies, and Bachelor of Technology are awarded by the vote of the Board of Trustees to students who have met the following requirements: (1) met all the requirements of one school of the University; (2) earned at least 120 credits applicable toward the degree in all curricula; (3) earned at least a 2.0 grade point average for all calculable course work. Students should consult the Undergraduate Catalog for detailed statements regarding additional requirements.

A department shall not impose specific course requirements upon major students in addition to those prescribed in the curricula of the schools and colleges.

Degrees are awarded only to students who are in good standing, and who have met all their obligations to the University.

The Upper Division commences with the first semester following the semester in which a student has first accumulated 60 earned credits. Students who entered the University before September 1969 must have earned at least a 1.8 grade point average.

g. Additional Degree

A student may pursue an additional baccalaureate degree either wholly or partly concurrently or after receiving another degree. Permission must be given by the dean of each school or college in which the student will be enrolled. All requirements for each degree must be met and at least 30 credits more than the highest minimum requirement of any of the degrees must be presented for each additional degree. One degree must be designated as the primary degree if the degrees are being pursued concurrently. At least 30 of the additional credits must be 2000-level, or above, courses in the additional degree major or closely related fields and must be completed with at least a 2.0 grade point average. The requirement of 30 additional credits is waived for students who complete the requirements of both a teacher preparation degree in the Neag School of Education and a bachelor's degree in another school or college.

The total grade point average of students who are applicants for a second degree is based on all credits and grade points accumulated in fulfilling requirements for both degrees. The upper division cumulative grade point average of students who are applicants for a second degree is based on all credits and grade points accumulated in the upper division in fulfilling requirements for both degrees.

C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follow: (Deleted items in ~~strike through~~; new language underlined).

By-Laws, Rules, and Regulations of the University Senate II.C1 and II.C.1.g.

C. Minimum Requirements for Undergraduate Degrees

1. Requirements in General

The degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, and Bachelor of General Studies and Bachelor of Technology and are awarded by the vote of the Board of Trustees to students who have met the following requirements: (1) met all the requirements of one school of the University; (2) earned at least 120 credits applicable toward the degree in all curricula; (3) earned at least a 2.0 grade point average for all calculable course work. Students should consult the Undergraduate Catalog for detailed statements regarding additional requirements. ~~A department shall not impose specific course requirements upon major students in addition to those prescribed in the curricula of the schools and colleges.~~ Curricula requirements of departments must be approved by the schools and colleges. Degrees are awarded only to students who are in good standing, and who have met all their obligations to the University. ~~The Upper Division commences with the first semester following~~

~~the semester in which a student has first accumulated 60 earned credits. Students who entered the University before September 1969 must have earned at least a 1.8 grade point average.~~

h. g. Additional Majors

A student may concurrently complete majors in one or more school or college. To do so, a student must meet all requirements for each major as stipulated by the relevant schools and colleges. One major must be designated as the primary major. If the majors result in different degrees (e.g., Bachelor of Arts vs. Bachelor of Science), the primary major will determine the single degree awarded.

h. Additional Degrees

A student may ~~pursue~~ earn an additional baccalaureate degree either ~~wholly or partly~~ concurrently or after receiving another baccalaureate degree. ~~Permission must be given by the dean of each school or college in which the student will be enrolled. To do so,~~ All requirements for each degree must be met and at least 30 credits more than the highest minimum requirement of any of the degrees must be presented for each additional degree. One degree must be designated as the primary degree if the degrees are being pursued concurrently. At least 30 of the additional credits must be 2000-level, or above, courses in the additional degree major or closely related fields and must be completed with at least a 2.0 grade point average. The requirement of 30 additional credits is waived for students who complete the requirements of both a teacher preparation degree in the Neag School of Education and a bachelor's degree in another school or college.

~~The total grade point average of students who are applicants for a second degree is based on all credits and grade points accumulated in fulfilling requirements for both degrees. The upper division cumulative grade point average of students who are applicants for a second degree is based on all credits and grade points accumulated in the upper division in fulfilling requirements for both degrees.~~

h. i. Minors