

UNIVERSITY of CONNECTICUT SENATE MEETING MINUTES

A regular meeting of the University Senate was held at 4:00 p.m. Monday, April 6, 2020, via WebEx (the online venue was necessitated by the ongoing COVID-19 situation).

1. Call to Order and Approval of Minutes of March 2, 2020 University Senate meeting

Moderator **Siegle** greeted the Senate at 4:00 p.m. and explained online meeting logistics. The formal meeting was called to order at 4:04 p.m., at which point it was announced it would be recorded for the record.

Moderator **Siegle** called for a motion to approve the minutes of the March 2, 2020 minutes. Senator **Long** made the motion, which was seconded by Senator **Fang**. The vote was conducted via online poll.

The minutes were approved: 55 yes; 1 opposed; 11* abstentions¹.

2. Report of the President – Presented by President Katsouleas

President **Katsouleas** opened by expressing gratitude to faculty, staff, and student for their hard work and adaptability in response to the COVID-19 pandemic. He noted that the University had successfully shifted 100% online with no course cancelations. He praised the University's excellence in pedagogy and teaching, which was evident in the outreach and resources made available by individual faculty members and CETL [The Center for Excellence in Teaching and Learning].

He praised the heroism and bravery of staff and caregivers at UConn Health, who were currently [as of the Senate meeting] treating a couple of dozen patients ill with COVID-19.

He also praised researchers who had pivoted and sped up their work in response to the crisis, resulting in new research on COVID-19 in areas of vaccines, therapies, diagnostics, and the creation of needed equipment such as ventilators out of existing parts. In less than one month, five new rapid research grants and one patent disclosure had been awarded. He noted the great work of the office of the Vice President for Research in supporting these efforts.

He continued by praising the volunteerism of the UConn community in response to the crisis, citing two examples: the two pallets of donated supplies that had gone to UConn Health from the Storrs campus; and the collaborative work fabricating thousands of adapters for surgical masks using 3D printing, which would be used as emergency backups for N95 masks.

¹ The configuration of online voting for the meeting allowed for the possibility that a vote of abstention might be made by a Senator or a meeting guest. For this reason, all abstention counts will be marked with an asterisk throughout these minutes; the numbers are shown simply to indicate that a proper majority was reached in a vote.

President **Katsouleas** moved next in his remarks to the question of “what is next” in the coming weeks and months. He said the University is thinking on three fronts at once:

1. The need for the University to sustain working, teaching and learning from home through the end of the semester, and that we should brace for the increasing challenge and fatigue that would naturally arise;
2. The re-focus on critical non-emergency related priorities, including diversity planning and student mental health. He noted that groups engaged in this work are meeting regularly online to continue this work.
3. The consideration of how the crisis might impact re-entry in the fall and what that might look like.

He emphasized that the University was not retrenching in response to the crisis, that its mission could flourish. He spoke of the opportunities across disciplines to bring perspectives on the crisis, from humanists to education scholars.

He predicted that, once past this, we would transition to a new normal, and that some of the realities of the pandemic might stay with us for a while: for example, needing to avoid large crowds, which could result in us embracing hybrid models of education.

He spoke of the staggering financial impact of the crisis, which had already resulted in a 30 million dollar loss to housing and dining. We were receiving 10 million in stimulus from the federal government, but we would need additional help from the state, who would expect us to contribute by looking closely at non-essential budgets and hiring; by deferring some purchases; by reprioritizing.

He reiterated that this was an opportunity to advance our mission and ascend to the top nationally, that our commitment across disciplines to connecting scholarship to the curriculum and to meet the economic needs of the state was still important, that we would draw upon our culture and our strengths to do this, that in this new normal, we had an even more important role as a university.

He shared the famous story of Isaac Newton who was sequestered at his family farm in the 1660s during the plague, and that during that period he developed the foundations of his theories of optics and calculus. This period is referred to as the *Annus Mirabilis* or “wonderful year.” Out of our challenges can come additional opportunities. We can remain optimistic, while also realistic in recognizing the significant challenges ahead.

President Katsouleas next spoke of the scenario planning that was taking place across University offices. The budget situation was too uncertain to plan for in a definite way, but we could plan for fall re-entry, which might take several forms, depending on the pandemic situation at the end of the summer:

- We might return to normal in the fall;

- We might have to delay our in-person start to fall semester until October, with the possibility that we might have to complete the semester online (a hybrid semester);
- We might return in the fall at the usual time but need to reduce the density of students in residence halls and classrooms—perhaps half would return (e.g. freshmen and seniors) and the other half would take courses remotely (faculty might teach a course both online and in-person).

President **Katsouleas** underscored that they welcomed ideas from the community regarding re-entry scenarios. He invited questions.

Senator **Douglas** asked about the fact that some student rooms were being emptied as a part of the emergency response and asked what measures were being taken to ensure rooms would be safe for fall move-in. President **Katsouleas** said it wasn't yet known what use the state might make of emptied dorms. He emphasized two points: 1) there would be no mixing of students with patients and 2) no student would be made homeless. He noted that the state has other options for space, including the casinos. If our rooms were used, it could how long before we could re-house students in them, given the length of time needed both to leave them vacant and to thoroughly clean them. He called on Dean of Students Eleanor **Daugherty**, who referred to two lines of action: what was already happening and what we were planning for. We had already identified specific buildings to be used, if necessary, to house our own currently residential students should they become ill, which had also been done at Stamford. In both cases, students currently living in those buildings were consolidated safely into other residence halls. Looking at what might happen, we had set aside residence halls for state use, but the state had not yet asked for them. Finally, once the Governor's restrictions on larger groups is lifted, Residence Life would communicate with students about how to retrieve their belongings.

Senator **Polifroni** asked what process should be used to submit suggestions for re-entry.

President **Katsouleas** responded that they were particularly seeking ideation and a sense of what faculty and students think would work, what their preferences were, especially about hybrid models. He encouraged faculty to pool ideas, which could go through the Senate, but could also go directly to the Provost or him.

Senator **Vokoun** asked about the timing of offers to graduate students and expressed concerns about penalties if they couldn't arrive on campus by the start of their contracts. He wondered if there could be more flexibility. President **Katsouleas** responded that nothing was decided yet for the fall. He noted that travel restrictions by the U.S. or other countries could prevent students from arriving. He said the approach was to be as flexible as possible, and that student situations would be evaluated individually. He again emphasized that nothing decided, that they were in the scenario planning stage

Senator **McCutcheon** commented that the coordinated effort of faculty across all areas was a possible development opportunity, that we could show our value as a flagship. President **Katsouleas** agreed and referred to recent conversations with innovation funders about

converting resources to COVID-related activities and research. He added that the combination of needs and ideas can beget resources.

Senator **Long** commented that we are facing extraordinary and unprecedented financial contingencies in the state. He asked whether there were any indications about the effects of the financial impact on families and their abilities to send new and returning students here. President **Katsouleas** said we hadn't seen any real change in the early indicators such as early acceptance. Admissions had been holding multiple virtual events to build community and developed social groups for admitted students. They were bracing for additional financial needs and working to build up the Students First fund. He called on Vice President for Enrollment Planning & Management Nathan **Fuerst**, who echoed the President's words. Fuerst said it was too early to draw conclusions but that there was no decline in response so far. They were planning to flexibly address the needs of both entering and current students and that both admissions and financial aid staff were making this possible.

Senator **Werstler** asked about students applying to graduate schools and whether the pass/fail option might negatively impact them. President **Katsouleas** answered that the intent was for admitting programs to be flexible. Provost **Elliott** picked up the question and said he and the Dean of the Graduate School were encouraging UConn schools to consider being flexible, but that the University couldn't control their policies. President Katsouleas encouraged senators to take this concern back to their departments. Provost Elliott noted that we're already case-by-case waiving GMAT and GRE requirements and that we would extend our flexibility about pass/fail to students from other institutions around the world. Dean of the Graduate School Kent Holsinger seconded the hope that programs would consider the extraordinary circumstances, but that it could not be done by fiat. The bylaws of the Graduate Faculty Council would need to be modified.

Senator **Pratto** asked two questions: 1) why did we send students away when it might have been safer for them to remain in place with proper precautions and 2) would we communicate to incoming freshmen regarding their behavior? She noted that on the teaching front, many contingencies might be necessary when the pandemic returned. President **Katsouleas** responded that they had struggled with the decision to send students away and that they had considered whether it was better to keep students here—or would that lead to a situation like a docked cruise ship. He cited the University of Maine, which had first kept students on campus, but soon changed their mind. UConn's response had been to send students home who could do so safely. If they felt they couldn't, they could stay. They had been guided throughout by concern for the health and safety of students, but that they hadn't at all times known exactly the right answer. In terms of behavior, he praised students based on recent visits to dorms, where students were sober about the situation. He felt students were well-connected and informed and understood the risk of reckless behavior. Dean of Students **Daugherty** continued that the door had remained open for students who needed to stay. Students had to provide their reasons for wanting to stay, which might include sick family members at home. Some

students had no safe home to return to. The University was being cautious and mindful. She noted that our students currently in residence were so far pretty healthy and receiving normal medical care. Their current health, she added, spoke to their safe practices.

Senator **Wagner** commented that situations like these magnified equalities and inequalities and asked where students could log instances of bias? President **Katsouleas** referred to an upcoming Town Hall in support of international students and concurred that there were issues of equality during the pandemic. He cited a study by UConn Health Professor Cato Laurencin about how African Americans are suffering disproportionately under the pandemic. In terms of communication, he suggested the Interim Associate Vice President and Chief Diversity Officer Dana Wilder.

Senator **Douglas** asked what UConn's own Graduate School policies would be in terms of accepting pass/fail grades. He had heard that UConn Health will not accept pass/fail grades unless they were mandatory for a course. President Katsouleas answered again that their philosophy was to encourage graduate units to show flexibility, but that they could not force them to do so. It would be a program-by-program policy. He was optimistic that programs would show flexibility. Dean of the Graduate School **Holsinger** noted that the Dental, Law, and Health programs were independent of the Graduate School, that they could encourage but not direct them. Provost **Elliott** added that these processes take time to think through and that programs would look to other schools for guidance. He noted that pharmacy, education, and nursing, who all have licensing issues, had at first said they couldn't allow pass/fail, but had

Senator **Terni** noted the compassionate response to graduate and undergraduate students. As faculty in Literatures, Cultures, and Languages, she expressed concern about having sufficient graduate students to staff classrooms in the fall especially given visa issues. President **Katsouleas** acknowledged that some students who had returned home were concerned they would not be able to return. He added that most of our international students had stayed here, not always of their own choice. About 300 international students went home, but the vast majority stayed. This is very sad for the students, but does alleviate this issue a bit. Dean of the Graduate School **Holsinger** added that we did have great concern about the arrival of new international students in the fall. Provost **Elliott** added that higher education is one of our country's highest exports and that lobbyists were presenting that reality in Washington D.C. It was hoped that more embassies would open to grant visas.

President **Katsouleas** concluded by expressing that he couldn't be more proud to be part of this great University and what had been and would be accomplished to meet the challenges ahead. As an alumni had recently said to him: culture trumps strategy every time.

3. Report of the Senate Executive Committee – Presented by SEC Chair Veronica Makowsky
Attachment #26

See supporting documents to these minutes.

Moderator **Siegle** invited questions; there were none.

4. Consent Agenda Items
Report of the Senate Curricula and Courses Committee Attachment #27

See supporting documents to these minutes.

Moderator **Siegle** asked if anyone wished to extract items from the Consent Agenda.

Senator **Brown** asked for more details on one of the newly proposed courses, ENGL 1007. Moderator **Siegle** clarified that motions were limited to extracting items from the Consent Agenda. Senator **Schultz** was called upon and further clarified that more discussion would follow in the next agenda item, that the course had been approved at the previous month's Senate meeting, and that this consent agenda item was limited to approving the modification of the course to 4 credits. Senator **Douglas** also had questions about the course. Moderator **Siegle** pulled ENGL 1007 from the Consent Agenda.

Moderator **Siegle** called for the vote on the Consent Agenda Items, minus Item D (ENGL 1007). The vote was conducted via online poll.

The Consent Agenda Items were approved: 57 yes; 1 opposed; 6 abstentions

5. Report of the Senate Curricula and Courses Committee – Presented by Senator Schultz with
Brenda Brueggemann and Lisa Blansett of First-Year Writing Attachment #28
VOTE on Motion to Approve ENGL 1007 as Prerequisite for All W Courses

Senator **Schultz** opened by explaining that the Senate had previously approved the creation of two new courses, a 3-credit ENGL 1007 and a 1-credit ENGL 1008, to be offered together, but that offering First-Year Writing this way would be unfeasible. Therefore, the Senate Curricula and Courses Committee proposed a single new 4-credit course, English 1007, which would in time replace ENGL 1010, 1011, and 2011 (Honors). This motion was to approve the new 4-credit 1007 as a prerequisite for all W courses.

Brenda Brueggemann, Director of First-Year Writing, and Lisa Blansett, Co-Director of First-Year Writing, were recognized to share their presentation on ENGL 1007 to the Senate.

See supporting documents to these minutes.

Following the presentation, before moving into a discussion of the motion, Moderator **Siegle** returned to the related outstanding Consent Agenda Item: approval of the change from 3 to 4 credits for ENGL 1007.

Senator **McCutcheon** asked whether the change would impact credits required by programs. Senator **Schultz** responded this would have no impact, as the courses already approved as prerequisites for W courses (ENGL 1010, 1011, and 2011) were all 4-credit courses.

Senator **Berkowitz** asked whether this would adversely impact transfer students. Senator **Schultz** answered that on the Storrs campus, ENGL 1007 would replace ENGL 1010, 1011, and 2011, but that it would not immediately replace those courses at the Regional Campuses, nor for the Early College Experience (ECE) program. Senator **Berkowitz** asked about the impact on transfer students from community colleges or other institutions, or on junior transfers. Senator **Schultz** responded that these students currently take some form of “English composition,” so there was no substantive change. Senator **Brown** asked for confirmation that the increase to 4 credits would not change the requirement for transfer students. Senator Schultz confirmed that to be so. Senator **Freake** was recognized and further confirmed this by emphasizing that other institutions do not require “English 1010 or 1011” as such, as they are UConn-specific courses—as 1007 will be.

Moderator **Siegle** called for a vote on the one remaining Consent Agenda Item (ENGL 1007).

The vote was conducted via online poll.

The Consent Agenda Item was approved: 55 yes; 1 opposed; 5 abstentions

At 5:30, Moderator **Siegle** asked for any new business. There was none.

Moderator **Siegle** indicated that the Senate would now proceed to a discussion of the Senate Curricula and Courses Committee motion to approve ENGL 1007 as a prerequisite for all W courses.

Senator **Long** asked if we would still accept transfer credit for ENGL 1007 as we do for ENGL 1011 from relevant AP exams (AP English Language and Composition and AP English Literature and Composition). Senator **Schultz** did not know offhand, but noted that how and what AP credit we accept has shifted over the years. Senator Long asked if First-Year Writing had any recommendation on this. Director **Brueggemann** answered that it had been discussed, and also with the UConn coordinator of Early College Experience for English, Scott Campbell. No one was yet ready to make a specific recommendation.

Senator **Douglas** asked why the rollout of ENGL 1007 was different at the regional campuses, and why Early College Experience students would still be taking ENGL 1010 and 1010 instead of the new course. Senator **Schultz** responded that there were many reasons, part of which had to do with facilities at both regional campuses and high schools. The change would happen in

the near future at the regional campuses, but it would take time to shift the curriculum at the high schools.

Senator **McCutcheon** expressed concern about voting on this with the lack of certainty regarding the transferability of AP credit to this new course. Senator **Schultz** clarified that the motion was only about this course serving as a prerequisite for W courses, that the question regarding AP credit applied equally to existing ENGL 1010 and 1011 courses. Vice President **Fuerst** was recognized and commented that this was a curricular change that did not modify existing transfer credit practices. This would not be a question until ENGL 1010 and 1011 were formally decommissioned.

Senator **Brown** commented that the slower rollout at the regional campuses was a response to the scheduling timeline at the regional campuses. He asked for clarification about whether the studio element of the course was a stand-alone section. Director **Brueggemann** extended his comment about the regional rollout by adding that allowing time for staff training and development was also a concern, as regional campuses relied heavily on adjuncts to teach first-year writing. Senator **Brown** asked if the relationship between the course components would be the equivalent of a lab to a lecture section (that students would select the lab and be auto-enrolled in the lecture). Co-Director **Blansett** that it would function similarly to lectures/labs in both the sciences and languages, although they would be called seminar and studio sections.

Senator **Majumdar** asked if the Senate would have to remove any course being removed from the catalog. Senator **Schultz** confirmed this, explaining that (with regard to ENGL 1010/1011, which are GenEds), such a decision would first go through the College of Liberal Arts and Sciences curricular committee, then to the Senate General Education Oversight Committee, then to the Senate Curricula and Courses Committee, then to the Senate. Senator **Majumdar** asked for confirmation that ENGL 1007 merely added a fourth course to the existing three courses that act as prerequisites for all W courses, and that this would remain true until any of these courses were removed from the catalog. Senator **Schultz** confirmed this.

Moderator **Siegle** called for the vote to approve the motion to approve ENGL 1007 as a prerequisite for all W courses.

The vote was conducted via online poll.

The motion passed: 55 yes; 5 opposed; 5 abstentions

6. [Report from Scholastic Standards Committee – Presented by Senator Crivello](#) Attachment #29
[VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.C.1. Minimum Requirements for Undergraduate Degrees](#)

See supporting documents to these minutes.

Moderator **Siegle** asked if there were questions. There were none. He called for a vote on the motion to amend the By-Laws.

The vote was conducted via online poll.

The motion passed: 52 yes; 0 opposed; 2 abstentions

7. [Report from Nominating Committee presented by Senator Siegle](#) [Attachment #30](#)
[Presentation of 2020/2021 Senate Committee Membership Rosters](#)

Moderator **Siegle**, as Chair of the Senate Nominating Committee, presented the preliminary Committee Rosters for the 2020-21 academic year and reminded senators that this would be voted on during the May Senate meeting.

Moderator **Siegle** asked if there were questions.

Senator **Douglas** noted that the preliminary roster should indicate that undergraduates and graduate students were not appointed to the Senate and its committees until the fall.

Moderator **Siegle** said that note would be added before the next meeting.

8. [Report from Student Health and Wellness \(SHaW\) on Counseling & Mental Health Services – Presented by SHaW Director Suzanne Onorato & Dean of Students Elly Daugherty](#)

[Attachment #31](#)

See supporting documents to these minutes.

Moderator **Siegle** called for questions.

Senator Pratto noted that the shared data showed younger people experiencing a lot of stress; she asked if there was any information that suggests that high rates of people using Mental Health services might be a result of greater awareness. She also asked if there was information that could be shared about specific subsets of students who were worse off, by demographic or perhaps by year or degree. Director **Onorato** answered that a study had been done with 155,000 students across 196 colleges that indicated the stigma of diagnosis and mental health have declined and that some openness to seeking care might result from that. She noted that students who might not previously have ever attended college might now attend because of available services. She confirmed that, particularly in the context of any culture of discrimination, certain students were affected differently in both public health and mental health contexts. She said that they were working to better understand what the data could tell them about who was using these services and who was not. Dean **Daugherty** extended the response by speaking of UConn’s Student Care Team and that they were using data to model the distinct needs of different student groups, including international students.

Dean **Heller** [School of Social Work] commented on the public health problem currently unfolding and how that might impact students seeking services. Dean **Daugherty** assured the Senate that students currently living on campus (during the pandemic) were receiving services, and that they were concerned about students experiencing isolation and disconnect. She referred to a new program called UKindness, which would connect faculty and staff to students living on campus.

Senator **Magley** commented that she felt for students who complained about mental health services, as they balanced academic work with mental health challenges. She asked about the model of brief therapy and how it might conflict with student expectations, and if communication to students about the model was clear. Director **Onorato** answered that the brief therapy model had existed for decades, but that UConn's practice had been inconsistent, which could lead to confused expectations. The hiring of Keeling and Associates consultants was intended to help with a fast-tracked reset over the summer.

Senator **Douglas** commented that one of the charts made it appear we had kept up with student demand, but that it might not reflect actual need. Dean **Daugherty** clarified that SHaW by no means thought it had it figured out yet, but that they were working quickly to find the right model. The student task force on mental health and the GED initiative were other ways they were addressing student needs. The data simply represented the fact that, as demand had risen, they had responded. Senator **Douglas** commented that services were different at the regional Campuses, noted that he'd discovered incorrect information at a regional campus student health page, and asked what was being done to ensure students at regional campuses were getting the care they needed. Director **Onorato** promised to correct the website and explained that regional campus staffing was based on how each campus mobilized. Stamford had some residential students, and the model built on that. The model of clinical case managers worked best for the regional campuses and was best practices. The goal of the model was to quickly assess a student's needs and get them to resources in the community, of which there were many. This model had only been put in place in 2017 and they were still learning and improving.

Senator **Brown** commented that the case manager model at the Waterbury campus was working well, although they had limited capacity.

Moderator **Siegle** asked for a motion to adjourn the meeting. Senator **Fang** made the motion, which was seconded by Senator **Polifroni**. The vote was called to adjourn.

The vote was conducted via online poll.

The Senate voted to adjourn the meeting at 6:25 p.m.

SENATE EXECUTIVE COMMITTEE

Veronica Makowsky, Chair

Carol Atkinson-Palombo

Justin Fang

Hedley Freake
Debra Kendall
Angela Rola
Priyanka Thakkar

Andrea Hubbard
Gustavo Nanclares
Eric Schultz
Jaci Van Heest

These minutes respectfully submitted by Susanna Cowan, Secretary to the Senate

The following members were absent from the April 4, 2020 meeting:

Abney, Terrance
Andrew, Sheila
Anwar, A
Boylan, Alexis
Bradford, Michael
Bull, Nancy
DeAngelis, Mark

Fitch, R. Holly
Hussein, Mohamed
Kendig, Tysen
Maric, Radenka
Segerson, Kathy
Shor, Leslie
Thakkar, Priyanka

Thuita, Damaris
Volin, John
Weiner, Daniel
Woulfin, Sarah
Zurolo, Mark

*Members who gave advance notice of absence

Senate Executive Committee
Report to the University Senate
April 6, 2020

Good Afternoon,

At our last Senate meeting, held on March 2nd, we gathered together in the Rome Ballroom on campus. Among the topics discussed was the effects that the coronavirus may have on UConn operations. The following week, on March 11th, COVID 19 was declared a pandemic and our University, our world changed. Social distancing, telecommuting, distance learning, and virtual meetings have become our new normal. Before I begin my report on SEC activities, we would like to acknowledge our UConn family, faculty, staff, students, and administrators, for the remarkable way all have risen to the challenge in a very short period of time. We commend the leadership at Gulley Hall for keeping us informed and supported during this time. Our deepest respect and gratitude is extended to our colleagues at CETL for their tireless efforts in preparing us for the move to online classes. We recognize and appreciate those who must still report to our campuses every day to care for our students, ensure our safety, and maintain our facilities. None of us can know how long this health crisis will last but the past month has proven that UConn Nation is strong, dedicated, and adaptable. We will continue to support each other and recognize that we are all in this together.

The SEC has met several times via WebEx over the last month. I will share the following from these meetings:

- Delta2GE continues their work on general education with subcommittees working on various aspects, as well as a new consideration of information literacy.
- Gustavo Nanclares was appointed as the Senate representative to the COVID 19 Academic Affairs Working Group
- Angela Rola was appointed as the Senate representative to the President's Student Health and Wellbeing Task Force
- Jeff Ogbar is UConn's representative to the Coalition on Intercollegiate Athletics. He attended the COIA Annual Meeting in early February and provided the SEC with a report at our March 27 meeting. He reported on NILs (names, images, likenesses), means to improve graduation rates, and new ideas about health insurance for athletes that extends beyond their eligibility.
- The SEC will meet with Board of Trustees Chairperson Dan Toscano and President Katsouleas later this week. We look forward to working with them to make faculty representation on the Board of Trustees more effective and meaningful
- The SEC reached out to Provost-Designate Lejuez (Ledgeway) with a welcome to UConn. We are setting up a WebEX meeting with him and the SEC. He expressed a particular desire to strengthen the working relationship of the Provost's Office to the Senate.

On March 18th the University Senate passed a motion to allow a temporary by-law change regarding pass/fail grading for the spring 2020 semester. The vote passed with 68 in favor and 4 opposed. Individual schools and colleges determined which courses may count toward majors and minor requirements if taken Pass/Fail. General Education courses which are taken Pass/Fail will count toward the general education requirements. The 26-credit and scholastic probation restrictions are suspended.

Late last week, the SEC received a request from the Undergraduate Student Government Academic Affairs Committee to consider a mandatory Pass/No Record as the default grading system for this

semester, with no option for letter grades. In this structure, which would be for undergraduates only, not graduate students, the grade listed on the transcript would be a pass OR there would be no record of the course on the student's transcript. The SEC discussed this request on April 3rd, both in our early meeting and in our later meeting with senior administration, and we have sent it to the Scholastic Standards Committee. The main issues are 1) whether it is advisable or fair to deny students the choice of a letter grades (in terms of applying to graduate and professional schools, licensure, and accreditation as well as raising a GPA to be eligible to graduate or to get off probation), 2) whether the "no record" part of the proposal would have negative consequences for financial aid, veterans' benefits, and the visas of international students in that the transcripts might indicate that the student was not fully enrolled. There is the further issue of whether our software could be customized for all this in a timely manner.

We are currently receiving responses to the student proposal from the Deans of the Schools and Colleges, International Scholar and Student Services, Financial Aid, the Registrar's Office and Veterans' Affairs. We are requesting that the Provost's Office gather information about how other schools and colleges have approached these issues and with what results.

In short, the SEC needs more information before bringing this proposal before the Senate. If we do so, we will ask the Senate to approve a special meeting (as stipulated in the Senate By-Laws), rather than wait for the May meeting.

The next meeting of the University Senate will be held on May 4th. Athletics Director David Benedict will present a report and we will hear from Nathan Fuerst with his Annual Report on Retention and Graduation.

Wishing you continued good health,

Veronica Makowsky, Chair
Senate Executive Committee

University Senate Curricula and Courses Committee
Report to the Senate
April 6, 2020

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

- A. AAAS 1000 Pathways to Asian American Studies (#14904) [CA1-e]
Proposed Catalog Copy
AAAS 1000. Pathways to Asian American Studies
3.00 credits
Prerequisites: None
Grading Basis: Graded
Keywords, themes, and career paths in Asian American Studies; critical and historical perspective on Asian diasporic peoples in the United States within a global framework. Topics may include popular culture, history, social justice, and activism. CA 1. CA 4.
- B. AAAS 1001 Pathways to Asian Studies (#14905) [CA1-e]
Proposed Catalog Copy
AAAS 1001. Pathways to Asian Studies
3.00 credits
Prerequisites: None
Grading Basis: Graded
Keywords, themes, and career paths in Asian Studies. Topics may include geography, languages, international relations, intercultural communication, and geopolitics. CA 1. CA 4-INT.
- C. EDLR 2005 Introduction to Service-Learning (#14457)
Proposed Catalog Copy
EDLR 2005. Introduction to Service Learning
3.00 Credits
Prerequisites: Instructor consent required.
Grading Basis: Graded
Societal values and beliefs connected to community engagement; the role of community engagement as civic responsibility and the connection with a healthy democracy. Includes participation in an established UConn service learning program.
- D. ENGL/AAAS/JAPN 2305 Modern Japanese Literature (#12026) [CA1-b]
Proposed Catalog Copy
ENGL 2305. Modern Japanese Literature
Also offered as: AAAS 2305 and JAPN 2305
3.00 credits.
Prerequisite: ENGL 1010 or 1011 or 2011.
Grading Basis: Graded
Japanese literature across genres from 1868 to the present, studied in English translation. CA 1. CA 4-INT.

AAAS 2305. Modern Japanese Literature

Also offered as: ENGL 2305 and JAPN 2305

3.00 credits.

Prerequisite: ENGL 1010 or 1011 or 2011.

Grading Basis: Graded

Japanese literature across genres from 1868 to the present, studied in English translation. CA 1.
CA 4-INT.

JAPN 2305. Modern Japanese Literature

Also offered as: AAAS 2305 and ENGL 2305

3.00 credits.

Prerequisite: ENGL 1010 or 1011 or 2011.

Grading Basis: Graded

Japanese literature across genres from 1868 to the present, studied in English translation. CA 1.
CA 4-INT.

E. ENGL 2640/W Studies in Film (#13582) [CA1-b]

Proposed Catalog Copy

ENGL 2640. Studies in Film

3.00 credits

Prerequisite: ENGL 1010 or 1011 or 2011. May be repeated for credit with a change of topic to a maximum of six credits.

Grading Basis: Graded

Exploration of focused topics in film. Course content varies by section. CA 1.

ENGL 2640W. Studies in Film

3.00 credits

Prerequisite: ENGL 1010 or 1011 or 2011. May be repeated for credit with a change of topic to a maximum of six credits.

Grading Basis: Graded

Exploration of focused topics in film. Course content varies by section. CA 1.

F. HDFS 2142 Exploring Conservation and Sustainability with Preschoolers (#14311)

Proposed Catalog Copy

HDFS 2142E. Exploring Conservation and Sustainability with Preschoolers

3 credits

Recommended Preparation: HDFS 1070. Instructor consent required.

Grading Basis: Graded

Introduction to the broad fields of sustainability and conservation through place-based learning experiences. Explores the importance of environmental stewardship by actively engaging with

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preschool children in project-based learning related to conservation and sustainability throughout the semester.

G. MAST 2300E Marine Environmental Policy (#14412)

Proposed Catalog Copy

MAST 2300E. Marine Environmental Policy

3.00 credits

Recommended Preparation: MAST/MARN 1001.

Grading Basis: Graded

Introduction to historical and contemporary issues associated with the governance of marine and coastal environments and resources at the international, national, state, and local levels. Topics may include fisheries management, aquaculture, biodiversity, ocean energy resources, pollution, international ocean governance, and anthropogenic climate change. Designed for students with diverse departmental affiliations. Field trips are required.

H. MUSI 1120 Jazz Combos (#12424) [CA1-a]

Proposed Catalog Copy

MUSI 1120. Jazz Combos

1.00 credits

Prerequisites: Two laboratory periods. Placement audition required. Recommended preparation: instrumental proficiency. Open only with instructor consent. May be repeated for up to 8 credits.

Grading Basis: Graded

Engagement in the artistic process of performing improvised jazz combo music as a unique, cultural form of human expression. CA 1.

I. POLS 2023/W Political Theory in Film (#12847) [CA1-d]

Proposed Catalog Copy

POLS 2023. Political Theory in Film

3.00 credits

Prerequisite: Open to sophomores or higher. Recommended Preparation: POLS 1002.

Grading Basis: Graded

Exploration of political theoretical questions through essays and films. CA 1.

POLS 2023W. Political Theory in Film

3.00 credits

Prerequisite: ENGL 1007 or 1010 or 1011 or 2011. Open to sophomores or higher.

Recommended Preparation: POLS 1002.

Grading Basis: Graded

Exploration of political theoretical questions through essays and films. CA 1.

J. POLS 2602W Religion and Politics in America (#14272)

Proposed Catalog Copy

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POLS 2602W. Religion and Politics in America

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Not open for credit to students who have passed POLS 2998 when taken as "Religion and Politics." Recommended Preparation: POLS 1602.

Grading Basis: Graded

The interaction and relationship between religion and politics in the US political system. CA 4.

K. SOCI/AAAS 2200 Introducing India: Diversity and Dynamism (#14636)

Proposed Catalog Copy

SOCI 2200. Introducing India: Diversity and Dynamism

Also offered as: AAAS 2200

3.00 credits

Recommended Preparation: One introductory AAAS or SOCI course.

Grading Basis: Graded

An introduction to the historical, political, social, economic, and cultural diversity of India. Topics may include: cultural diversity in languages, religions, and regions; socio-political challenges; power relations that construct patterns of privilege and marginalization; and contemporary human rights issues.

AAAS 2200. Introducing India: Diversity and Dynamism

Also offered as: SOCI 2200

3.00 credits

Recommended Preparation: One introductory AAAS or SOCI course.

Grading Basis: Graded

An introduction to the historical, political, social, economic, and cultural diversity of India. Topics may include: cultural diversity in languages, religions, and regions; socio-political challenges; power relations that construct patterns of privilege and marginalization; and contemporary human rights issues.

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

A. ANSC 1602 Behavior and Training of Domestic Animals (#14168) [Revise preparation and description]

Current Catalog Copy

ANSC 1602. Behavior and Training of Domestic Animals

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Application of behavior of cattle, horses, sheep, goats, swine and poultry to their management, training and welfare. Basic principles of genetics and physiology of behavior, perception,

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training, learning, motivation, and stress with consideration of integrated behavioral management and animal welfare.

Revised Catalog Copy

ANSC 1602. Behavior and Training of Domestic Animals

3.00 credits

Prerequisites: Open to ANSC/PVS/AGNR majors, others by consent. Recommended

Preparation: ANSC 1001.

Grading Basis: Graded

Application of behavior of cattle, horses, sheep, goats, swine, poultry, and companion animals to their management, training, and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management and animal welfare. Students are required to have access to an animal that they will train throughout the semester; the Department of Animal Science will not necessarily provide animals for training. Taught concurrently with SAAS 202.

- B. ECON 2103 Honors Core: Deep Roots of Modern Societies (#14271) [Add CA1-c – GEOC Approved]

Current Catalog Copy

ECON 2103. Honors Core: Deep Roots of Modern Societies

3.00 credits

Prerequisites: Prerequisites: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 3103.

Grading Basis: Honors Credit

Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues.

Revised Catalog Copy

ECON 2103. Honors Core: Deep Roots of Modern Societies

3.00 credits

Prerequisites: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 3103.

Grading Basis: Honors Credit

Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues. CA 1.

- C. EEB 2222 Plants in a Changing World (#14496) [Add EL – GEOC Approved]

Current Catalog Copy

EEB 2222. Plants in a Changing World

3.00 credits

Prerequisites: None

Grading Basis: Graded

The central role of plants in mediating impending environmental changes. Topics are considered from an ecological and evolutionary perspective. These include rising CO₂, changing temperature and rainfall patterns, phenology, pollinator declines, agriculture and food security, genetically modified organisms, biofuels, bioprospecting, and invasive species. CA 3.

Revised Catalog Copy

EEB 2222E. Plants in a Changing World

3.00 credits

Prerequisites: None

Grading Basis: Graded

The central role that plants play in human life and how they influence, shape, and control both our lives and the rapidly changing world. The role of plants in environmental, social, and political issues such as climate change; biodiversity; food quantity, quality, and security; human health and disease; and environmental quality and sustainability. CA 3.

- D. ENGL 1007 Seminar and Studio in Writing & Multimodal Composition (#15610) [Revise credits and course description– GEOC Approved]

Current Catalog Copy

ENGL 1007. Seminar in Writing and Multimodal Composition

43.00 credits

Prerequisites: [Students placed in ENGL 1004 must pass that class before enrolling in ENGL 1007](#)~~None~~.

Grading Basis: Graded

Introduction to college composition through multiple technologies. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life.

Revised Catalog Copy

ENGL 1007. Seminar and Studio in Writing and Multimodal Composition

4.00 credits

Prerequisite: Students placed in ENGL 1004 must pass that class before enrolling in ENGL 1007.

Grading Basis: Graded

College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. Students design a digital portfolio that curates creations and skills-based micro-credentials they earn in coursework. [May be used to fulfill any course prerequisites satisfied by ENGL 1010 or 1011 or 2011.](#)

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- E. HEJS 1151 Modern Elementary Hebrew I (#13131) [Revise number and description – SL approved by GEOC]

Current Catalog Copy

HEJS 1151. Elementary Modern Hebrew I

4.00 credits

Prerequisites: Not open for credit to students who have had three or more years of Hebrew in high school.

Grading Basis: Graded

Elementary Hebrew grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation.

Revised Catalog Copy

HEJS 1001. Elementary Modern Hebrew I

4.00 credits

Prerequisites: Not open for credit to students who have had three or more years of Hebrew in high school. May not be taken out of sequence after passing HEJS 1002, 1003, or 1004.

Grading Basis: Graded

Phonetic reading, cursive script, basic conjugations, simple syntax, and vocabulary. Oral and written expression through videos, songs, and exposure to Israeli culture.

- F. HEJS 1152 Modern Elementary Hebrew II (#14067) [Revise number and description – SL approved by GEOC]

Current Catalog Copy

HEJS 1152. Elementary Modern Hebrew II

4.00 credits

Prerequisites: HEJS 1151. Not open to students who have had three or more years of Hebrew in high school, except with departmental consent.

Grading Basis: Graded.

Elementary Hebrew grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation.

Revised Catalog Copy

HEJS 1002. Elementary Modern Hebrew II

4.00 credits

Prerequisites: HEJS 1001 or equivalent. Not open to students who have had three or more years of Hebrew in high school. May not be taken out of sequence after passing HEJS 1003 or 1004.

More complex grammatical structures including the construct state, verb patterns, and more advanced vocabulary. Oral and written expression through study of videos and popular culture.

- G. MUSI 1115 Jazz Ensembles [CA1] (#12406) [Revise prereqs, description, add CA1-a – GEOC Approved]

Current Catalog Copy

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MUSI 1115. Jazz Ensemble

1.00 credits

Two laboratory periods.

Prerequisite: Open only with consent of instructor. May be repeated for credit.

Grading Basis: Graded

Jazz repertoire, rehearsal techniques, preparation and presentation of concerts.

Revised Catalog Copy

MUSI 1115. Jazz Ensembles

1.00 credits

Two laboratory periods.

Prerequisites: Placement audition required. Recommended preparation: instrumental proficiency.

Open only with instructor consent. May be repeated for up to 8 credits.

Grading Basis: Graded

The preparation, study and performance of large jazz ensemble music, representing a spectrum of styles and periods, as a means to provide understanding of the genre's historical, social, and cultural contexts. CA 1.

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

- A. ENGL 1008 Studio for the Seminar in Writing and Multimodal Composition (#15632) [Delete course– GEOC Approved]

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

- A. FREN 3261 From the Holy Grail to the Revolution: Introduction to Literature (#15003) [New non-W Course, adding CA1-b – GEOC Approved]

Proposed Catalog Copy

FREN 3261. From the Holy Grail to the Revolution: Introduction to Literature

3.00 credits

Recommended preparation: FREN 1004 or three years of high school French or instructor consent.

Grading Basis: Graded

Texts from the Middle Ages to the 18th Century, including the Arthurian legend, Renaissance poetry, Classical theater, and the philosophy of the Enlightenment in the cultural context in which they were produced. CA 1.

- B. FREN 3262 From the Romantics to the Moderns: Introduction to Literature (#15002) [New non-W Course, adding CA1-b – GEOC Approved]

Proposed Catalog Copy

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FREN 3262. From the Romantics to the Moderns: Introduction to Literature

3.00 credits.

Recommended preparation: FREN 1004 or three years of high school French or instructor consent.

Grading Basis: Graded

Study of poetry, theater and prose fiction that marks the evolution from the psychology of the romantic hero and heroine to Existentialist philosophy and the New Novel, and contemporary fiction and poetry. CA 1.

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

- A. EEB 3205E Current Issues in Environmental Science (#14777) [Revise credits and description – GEOC approved]

Current Catalog Copy

EEB 3205E. Current Issues in Environmental Science

3.00 credits

Prerequisites: Open to honors students, others with instructor consent; recommended preparation: 8 credits of college level science.

Grading Basis: Graded

Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics include: climate change; watershed changes; alternative energy; population growth; endangered biodiversity; genetically-engineered organisms; deforestation/restoration; risk assessment; tradeoffs; problem-solving; alternative futures. CA 3.

Revised Catalog Copy

EEB 3205E. Current Issues in Environmental Science

4.00 credits

Prerequisites: Open to honors students, others with instructor consent; recommended preparation: eight credits of college level science. May not be taken concurrently with EEB 3894.

Grading Basis: Graded

Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics include climate change; watershed changes; alternative energy; population growth; endangered biodiversity; genetically-engineered organisms; deforestation/restoration; risk assessment; tradeoffs; problem-solving; alternative futures. Includes attendance at departmental seminar and field trips. CA 3.

VI. Revision of S/U Graded Courses:

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A. MKTG 4891 Professional Practice in Marketing (#15153)

Current Catalog Copy

MKTG 4891. Professional Practice in Marketing

1.00 - 3.00 credits | May be repeated for credit.

Prerequisites: MKTG 3101 or BADM 3750; open only to business majors of junior or higher status; completion of freshman - sophomore level School of Business requirements.

Grading Basis: Satisfactory/Unsatisfactory

Provides students with an opportunity for supervised field work in relevant major areas within the Department. Students will work with one or more professionals in the field of marketing. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Consent of instructor and Department Head required.

Revised Catalog Copy

MKTG 4881. Internship in Marketing

3.00 credits

Prerequisites: MKTG 3101 or BADM 3750; open only to business majors of junior or higher status; completion of freshmen-sophomore level School of Business requirements. Consent of instructor and Department Head required. Not open for credit to students who have passed MKTG 4891.

Grading Basis: Satisfactory/Unsatisfactory

Provides students with an opportunity for a supervised internship in relevant major areas within the Department. Students will work with one or more professionals in the field of marketing. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

B. MKTG 4892 Practicum in Professional Sales (#15147)

Current Catalog Copy

MKTG 4892. Practicum in Professional Sales

3.00 credits

Prerequisites: MKTG 3101 and consent of instructor; open only to Business students of junior or higher status. Grading Basis: Satisfactory/Unsatisfactory

Provides students with an opportunity for supervised field work in professional sales. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

Revised Catalog Copy

MKTG 4882. Practicum in Professional Sales

3.00 credits

Prerequisites: MKTG 3101 or BADM 3750 and consent of instructor; open only to Business students of junior or higher status. Not open for credit to students who have passed MKTG 4892.

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Grading Basis: Satisfactory/Unsatisfactory

Provides students with an opportunity for supervised field work in professional sales. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

VII. Informational Items

- A. For the information of the University Senate, the General Education Oversight Committee approved the following course for offering in intensive session:
1. GSCI 1000E The Human Epoch: Living in the Anthropocene (N/A) [CA3, EL]
- B. For the information of the University Senate, the Chair of the Senate Curricula and Courses Committee approved the following Special Topics courses for one offering in Spring 2020:
1. UNIV 1985 Special Topics: The COVID-19 Pandemic; Impacts on Health, Business, and Society (#16012)
 2. UNIV 3985 Special Topics: The COVID-19 Pandemic; Impacts on Health, Business, and Society (#16013)

VIII. Omnibus Motions

- A. Omnibus Motion, Part 3 (continued from Fall 2019 – GEOC Approved)

2019-360 ASLN 1101 Revise Course (G) (S)*Current Copy*

ASLN 1101. Elementary American Sign Language I

4.00 credits

Prerequisites: None.

Grading Basis: Graded

Instruction in elementary American Sign Language.

Approved Copy

ASLN 1101. Elementary American Sign Language I

4.00 credits

Prerequisites: None.

Grading Basis: Graded

Introductory course in ASL designed for students who have little or no previous knowledge of ASL.

2019-361 ASLN 1102 Revise Course (G) (S)*Current Copy*

ASLN 1102. Elementary American Sign Language II

4.00 credits

Prerequisites: ASLN 1101. Cannot be taken for credit after passing ASLN 2700, 2800, or 3650.

Grading Basis: Graded

Instruction in elementary American Sign Language.

Approved Copy

ASLN 1102. Elementary American Sign Language II.

4.00 credits

Prerequisite: ASLN 1101.

Grading Basis: Graded

Continued development of basic knowledge of and understanding of conversational ASL.

2019-364 BIOL 1108 Revise Course (G) (S)*Current Copy*

BIOL 1108. Principles of Biology II

Prerequisites: Students may not receive more than 12 credits in Biology at the 1000 level.

Grading Basis: Graded

Designed to provide a foundation for more advanced courses in Biology and related sciences.

Topics covered include plant biology, genetics, ecology and evolution. CA 3-LAB.

Approved Copy

BIOL 1108. Principles of Biology II

Prerequisites: Students may not receive more than 12 credits in Biology at the 1000 level.

Grading Basis: Graded

Designed to provide a foundation for more advanced courses in biology and related sciences.

Topics covered include evolution and population genetics, plant physiology and diversity, animal diversity and behavior, and ecology. CA 3-LAB.

2019-365 JAPN 1101 Revise Course (G) (S)*Current Copy*

JAPN 1101. Elem Japanese I

4.00 credits

Prerequisites: Open only to students with no prior contact with the language.

Grading Basis: Graded

Instruction in speaking, understanding, reading and writing elementary Japanese.

Approved Copy

JAPN 1101. Elementary Japanese I

4.00 credits

Prerequisites: Open only to students with no prior experience with the language.

Grading Basis: Graded

Introduction to elementary Japanese emphasizing speaking, understanding, reading and writing through a communicative approach.

2019-366 JAPN 1102 Revise Course (G) (S)*Current Copy*

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JAPN 1102. Elem Japanese II

4.00 credits

Prerequisites: JAPN 1101 or equivalent. Cannot be taken after JAPN 1103 or 1104.

Grading Basis: Graded

Instruction in speaking, understanding, reading and writing elementary Japanese.

Approved Copy

JAPN 1102. Elementary Japanese II

4.00 credits

Prerequisites: JAPN 1101 or equivalent. May not be taken out of sequence after passing JAPN 1103 or 1104.

Grading Basis: Graded

Further instruction in elementary Japanese emphasizing speaking, understanding, reading, and writing skills using a communicative approach involving simple examples from contemporary media and culture.

2019-369 MGRK 1101 Revise Course (G) (S)*Current Copy*

MGRK 1101. Elem Modern Greek I

4.00 credits

Prerequisites: Open only to students with no prior contact with the language.

Grading Basis: Graded

Instruction in speaking, understanding, reading and writing elementary Modern Greek.

Approved Copy

MGRK 1101. Elementary Modern Greek I

4.00 credits

Prerequisites: Open only to students with no prior experience with the language.

Grading Basis: Graded

Introduction to the basic elements of Modern Greek emphasizing speaking, understanding, reading and writing through a communicative approach.

2019-370 MGRK 1102 Revise Course (G) (S)*Current Copy*

MGRK 1102. Elem Modern Greek II

4.00 credits

Prerequisites: MGRK 1101. Cannot be taken for credit after three or more years high school Greek or MGRK 1103 or 1104.

Grading Basis: Graded

Instruction in speaking, understanding, reading and writing elementary Modern Greek.

Approved Copy

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MGRK 1102. Elementary Modern Greek I

4.00 credits

Prerequisites: MGRK 1101. Not open for credit to students with three or more years of high school Greek. May not be taken out of sequence after passing MGRK 1103 or 1104.

Grading Basis: Graded

More elements of introductory Modern Greek emphasizing speaking, understanding, reading and writing using simple examples from contemporary media and culture

2019-373 PHYS 1201Q Revise Course (G) (S)*Current Copy*

PHYS 1201Q. General Physics

4.00 credits

Prerequisites: MATH 1060 or 1110 or 1120 or 1125 or equivalent. PHYS 1201 is not open for credit to students who have passed PHYS 1202, 1401, 1501 or 1601.

Grading Basis: Graded

Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements. CA 3-LAB.

Approved Copy

PHYS 1201Q. General Physics I

4.00 credits

Prerequisites: MATH 1060 or 1110 or 1120 or 1125 or equivalent. PHYS 1201 is not open for credit to students who have passed PHYS 1401, 1501 or 1601

Grading Basis: Graded

A non-calculus based course introducing the laws of force and motion applied to mechanical phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in precise measurements. CA 3-LAB.

2019-374 PHYS 1202Q Revise Course (G) (S)*Current Copy*

PHYS 1202Q. General Physics

4.00 credits

Prerequisites: PHYS 1201. Not open for credit to students who have passed PHYS 1402, 1502, or 1602.

Grading Basis: Graded

Basic facts and principles of physics. The laboratory offers fundamental training in exact measurements. CA 3-LAB.

Approved Copy

PHYS 1202Q. General Physics II

4.00 credits

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Prerequisites: PHYS 1201. Not open for credit to students who have passed PHYS 1402, 1502, or 1602.

Grading Basis: Graded

A non-calculus based course introducing the principles governing electromagnetic phenomena, including electromagnetic radiation and waves and electric circuits. The laboratory offers fundamental training in precise measurements. CA 3-LAB.

2019-376 PHYS 1401Q Revise Course (G) (S)

Current Copy

PHYS 1401Q. General Physics with Calculus

4.00 credits

Prerequisites: Recommended preparation: MATH 1121 or 1131; not open to students who have passed PHYS 1402, 1601 or 1501. May be taken for two credits, with the permission of the instructor, after PHYS 1201.

Grading Basis: Graded

Quantitative study of the basic facts and principles of physics. The laboratory offers fundamental training in physical measurements. This course is recommended for students planning to apply for admission to medical, dental or veterinary schools. It is also recommended for science majors for whom a one year introductory physics course is adequate. CA 3-LAB.

Approved Copy

PHYS 1401Q. General Physics with Calculus I

4.00 credits

Prerequisites: Recommended preparation: MATH 1121 or 1131; not open to students who have passed PHYS 1402, 1601 or 1501. May be taken for two credits, with the permission of the instructor, after PHYS 1201.

Grading Basis: Graded

Quantitative study of the basic facts and principles of physics with an emphasis on mechanical phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in physical measurements. Recommended for non-engineering students who desire to have a calculus-based physics sequence. It is also recommended for science majors for whom a one year introductory physics course is adequate. CA 3-LAB.

2019-377 PHYS 1402Q Revise Course (G) (S)

Current Copy

PHYS 1402Q. General Physics with Calculus

4.00 credits

Prerequisites: PHYS 1401. Recommended preparation: MATH 1122 or 1132. Not open for credit to students who have passed PHYS 1502 or 1602. May not be taken for more than two credits, with the permission of the instructor, by students who have passed PHYS 1202.

Grading Basis: Graded

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Quantitative study of the basic facts and principles of physics. The laboratory offers fundamental training in physical measurements. Recommended for students planning to apply for admission to medical, dental or veterinary schools. It is also recommended for science majors for whom a one year introductory physics course is adequate. CA 3-LAB.

Approved Copy

PHYS 1402Q. General Physics with Calculus II

4.00 credits

Prerequisites: PHYS 1401. Recommended preparation: MATH 1122 or 1132. Not open for credit to students who have passed PHYS 1502 or 1602. May not be taken for more than two credits, with the permission of the instructor, by students who have passed PHYS 1202.

Grading Basis: Graded

Quantitative study of the basic facts and principles of physics with an emphasis on electromagnetic phenomena, including electromagnetic radiation and waves and electric circuits. The laboratory offers fundamental training in physical measurements. Recommended for non-engineering students who desire to have a calculus-based physics sequence. It is also recommended for science majors for whom a one year introductory physics course is adequate. CA 3-LAB.

2019-378 PHYS 1501Q Revise Course (G) (S)*Current Copy*

PHYS 1501Q. Physics for Engineers I

4.00 credits

Prerequisites: Recommended preparation: PHYS 1010 or high school physics; CE 2110; MATH 2110 or 2130 which may be taken concurrently. Not open for credit after PHYS 1401, 1601 or 1502. Only two credits, with instructor's permission, if PHYS 1201 taken prior.

Grading Basis: Graded

Basic facts and principles of physics. Elementary concepts of calculus are used. Classical dynamics, rigid-body motion, harmonic motion, wave motion, acoustics, relativistic dynamics, thermodynamics. CA 3-LAB.

Approved Copy

PHYS 1501Q. Physics for Engineers I

4.00 credits

Prerequisites: Recommended preparation: PHYS 1010 or high school physics; CE 2110; MATH 2110 or 2130 which may be taken concurrently. Not open for credit after PHYS 1401, 1601 or 1502. Only two credits, with instructor's permission, if PHYS 1201 taken prior.

Grading Basis: Graded

Introduction to Newton's laws, their extensions and applications. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. Basic concepts of calculus are used. Recommended for prospective Engineering majors. CA 3-LAB.

2019-379 PHYS 1502Q Revise Course (G) (S)*Current Copy*

PHYS 1502Q. Physics for Engineers II

4.00 credits

Prerequisites: PHYS 1501. Not open to students who have passed PHYS 1402 or 1602. May be taken for not more than 2 credits, with instructor's permission, by students who have passed PHYS 1202.

Grading Basis: Graded

Electric and magnetic fields, electromagnetic waves, quantum effects, introduction to atomic physics. CA 3-LAB.

Approved Copy

PHYS 1502Q. Physics for Engineers II

4.00 credits

Prerequisites: PHYS 1501. Not open to students who have passed PHYS 1402 or 1602. May be taken for not more than 2 credits, with instructor's permission, by students who have passed PHYS 1202.

Grading Basis: Graded

Introduction to principles of electromagnetism and Maxwell's equations, including electric circuits, electromagnetic wave propagation, optics, and other relevant applications to engineering. Basic concepts of calculus are used. Recommended for prospective Engineering majors. CA 3-LAB.

2019-380 PHYS 1601Q Revise Course (G) (S)*Current Copy*

PHYS 1601Q. Fundamentals of Physics I

4.00 credits

Prerequisites: Recommended Preparation: MATH 1121 or 1131 or 1151 (1151 is preferred for physics majors). Not open to students who have passed PHYS 1401 or 1501. May be taken for not more than 3 credits, with instructor's approval, by students who passed PHYS 1201.

Grading Basis: Graded

Fundamental principles of mechanics, statistical physics, and thermal physics. Basic concepts of calculus are used. Recommended for prospective Physics majors. CA 3-LAB.

Approved Copy

PHYS 1601Q. Fundamentals of Physics I

4.00 credits

Prerequisites: Recommended Preparation: MATH 1121 or 1131 or 1151 (1151 is preferred for physics majors). Not open to students who have passed PHYS 1401 or 1501. May be taken for not more than 3 credits, with instructor's approval, by students who passed PHYS 1201.

Grading Basis: Graded

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Foundational principles of mechanics: kinematics, forces, energy, momentum, angular momentum, torque, gravitation, waves, harmonic motion and nonlinear dynamics. Basic concepts of calculus are used. Recommended for prospective Physics majors, this course is taught integrating theory, experimental activities, and collaborative problem solving in an active learning setting. CA 3-LAB.

2019-381 PHYS 1602Q Revise Course (G) (S)*Current Copy*

PHYS 1602Q. Fundamentals of Physics II

4.00 credits

Prerequisites: Recommended preparation: PHYS 1601; MATH 1122 or 1132 or 1152 (1152 preferred for Physics majors). Not open for credit to students who have passed PHYS 1402 or 1502. May not be taken for more than 3 credits after passing PHYS 1202.

Grading Basis: Graded

Fundamental principles of electromagnetism, optics and wave propagation. Basic concepts of calculus are used. Recommended for prospective Physics majors. CA 3-LAB.

Approved Copy

PHYS 1602Q. Fundamentals of Physics II

4.00 credits

Prerequisites: Recommended preparation: PHYS 1601; MATH 1122 or 1132 or 1152 (1152 preferred for Physics majors). Not open for credit to students who have passed PHYS 1402 or 1502. May not be taken for more than 3 credits after passing PHYS 1202.

Grading Basis: Graded

Foundational principles of electromagnetism: electrostatics, magnetostatics, electrodynamics, Maxwell's equations, electromagnetic wave propagation, and optics, including some of their relevant applications to physics. Basic concepts of calculus are used. Recommended for prospective Physics majors, this course is taught integrating theory, experimental activities, and collaborative problem solving in an active learning setting. CA 3-LAB.

B. Omnibus Motion, Part 4 (continued from Fall 2019)

2019-362 ASLN 1103 Revise Course (S)*Current Copy*

ASLN 1103. Intermediate American Sign Language I

4.00 credits

Prerequisites: ASLN 1102

Grading Basis: Graded

Instruction in intermediate American Sign Language.

Approved Copy

ASLN 1103. Intermediate American Sign Language I

4.00 credits

Senate Courses and Curricula Committee Report

April 6, 2020 p. 19

Prerequisites: ASLN 1102

Grading Basis: Graded

Development of intermediate expressive and receptive skills in ASL.

2019-363 ASLN 1104 Revise Course (S)*Current Copy*

ASLN 1104. Intermediate American Sign Language II

4.00 credits

Prerequisites: ASLN 1103

Grading Basis: Graded

Instruction in intermediate American Sign Language.

Approved Copy

ASLN 1104. Intermediate American Sign Language II

4.00 credits

Prerequisites: ASLN 1103

Grading Basis: Graded

Continued development of intermediate expressive and receptive skills in ASL.

2019-367 JAPN 1103 Revise Course (S)*Current Copy*

JAPN 1103. Inter Japanese I

4.00 credits

Prerequisites: JAPN 1102 or equivalent. Cannot be taken after JAPN 1104.

Grading Basis: Graded

Instruction in speaking, understanding, reading and writing intermediate Japanese.

Approved Copy

JAPN 1103. Intermediate Japanese I

4.00 credits

Prerequisites: JAPN 1102 or equivalent. May not be taken out of sequence after passing JAPN 1104.

Grading Basis: Graded

Increasing communicative abilities in Japanese using more examples from contemporary Japanese media and culture.

2019-368 JAPN 1104 Revise Course (S)*Current Copy*

JAPN 1104. Inter Japanese II

4.00 credits

Prerequisites: JAPN 1103 or equivalent

Grading Basis: Graded

Instruction in speaking, understanding, reading and writing intermediate Japanese.

Approved Copy

JAPN 1104. Intermediate Japanese II

4.00 credits

Prerequisites: JAPN 1103 or equivalent

Grading Basis: Graded

Increasing communicative abilities in Japanese with stronger emphasis on vocabulary and grammar using examples from contemporary Japanese media, politics, and culture.

2019-371 MGRK 1103 Revise Course (S)

Current Copy

MGRK 1103. Inter Mod Greek I

4.00 credits

Prerequisites: MGRK 1102. Cannot be taken for credit after MGRK 1104.

Grading Basis: Graded

Instruction in speaking, understanding, reading and writing intermediate Modern Greek.

Approved Copy

MGRK 1103. Intermediate Modern Greek I

4.00 credits

Prerequisites: MGRK 1102. May not be taken out of sequence after passing MGRK 1104.

Grading Basis: Graded

Increasing communicative abilities in Modern Greek emphasizing an interactive approach using more examples from Greek culture.

2019-372 MGRK 1104 Revise Course (S)

Current Copy

MGRK 1104. Inter Mod Greek II

4.00 credits

Prerequisites: MGRK 1103.

Grading Basis: Graded

Instruction in speaking, understanding, reading and writing intermediate Modern Greek.

Approved Copy

MGRK 1104. Intermediate Modern Greek II

4.00 credits

Prerequisites: MGRK 1103.

Grading Basis: Graded

Increasing communicative abilities in Modern Greek with stronger emphasis on vocabulary and grammar using examples from media, politics, and culture.

2019-375 PHYS 1230 Revise Course (S)*Current Copy*

PHYS 1230. General Physics Problems

3.00 credits

Prerequisites: PHYS 1202, which may be taken concurrently; MATH 1122 or 11332, either of which may be taken concurrently. Not open to students who have passed PHYS 1501 or 1601.

Grading Basis: Graded

Problems, emphasizing applications of calculus, dealing with topics in general physics. Intended for those students who have taken or are taking PHYS 1202 and who desire to have a calculus-based physics sequence equivalent to PHYS 1401-1402.

Approved Copy

PHYS 1230. General Physics Problems

3.00 credits

Prerequisites: PHYS 1202, which may be taken concurrently; MATH 1122 or 1132, either of which may be taken concurrently. Not open to students who have passed PHYS 1501 or 1601.

Grading Basis: Graded

Physics problems, emphasizing applications of calculus, dealing with topics in general physics. Intended for those students who have taken or are taking PHYS 1202 and who desire to have a calculus-based physics sequence equivalent to PHYS 1401-1402 or 1501-1502.

2019-386 PNB 2264 Revise Course (S)*Current Copy*

PNB 2264. Human Physiology and Anatomy

4.00 credits

Prerequisites: BIOL 1107; CHEM 1122 or 1124 or 1127. Not open to students who have passed PNB 2274. Must be taken prior to PNB 2265. Repeat restrictions apply.

Grading Basis: Graded

Fundamentals of human anatomy and physiology for students in medical technology, physical therapy, nursing, and education (Sport Science). May not be counted toward the Biological Sciences or PNB majors.

Approved Copy

PNB 2264. Human Physiology and Anatomy

4.00 credits

Prerequisites: BIOL 1107; CHEM 1122 or 1124 or 1127. Not open to students who have passed PNB 2274. Must be taken prior to PNB 2265. Repeat restrictions apply.

Grading Basis: Graded

Fundamentals of human anatomy and physiology, for students in human health and human performance related majors. Topics covered include the musculoskeletal system, membrane potential, neurophysiology, the central nervous system, sensation, and the endocrine system. May not be counted toward the Biological Sciences or PNB majors.

2019-387 PNB 2265 Revise Course (S)*Current Copy*

PNB 2265. Human Physiology and Anatomy

4.00 credits

Prerequisites: PNB 2264. Not open to students who have passed PNB 2275. Must be taken after PNB 2264 to count for credit. Repeat restrictions apply.

Grading Basis: Graded

Fundamentals of human anatomy and physiology for students in medical technology, physical therapy, nursing, and education (Sport Science). May not be counted toward the Biological Sciences or PNB majors.

Approved Copy

PNB 2265. Human Physiology and Anatomy

4.00 credits

Prerequisites: PNB 2264. Not open to students who have passed PNB 2275. Must be taken after PNB 2264 to count for credit. Repeat restrictions apply.

Grading Basis: Graded

Fundamentals of human anatomy and physiology, for students in human health and human performance related majors. Topics covered include the cardiovascular, immune, respiratory, digestive, renal, and reproductive systems. May not be counted toward the Biological Sciences or PNB majors.

Respectfully Submitted by the 19-20 Senate Curricula and Courses Committee: Pam Bedore (Chair), Mark Brand, Tutita Casa, John Chandy, Marc Hatfield, Kate Fuller, David Knecht, Matt McKenzie, David Ouimette, Alejandro Rodriguez (Student Rep), Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Gina Stuart, Jennifer Terni, Manuela Wagner, Michael Zhu (Student Rep)

From the 3/4/2020 and 3/25/2020 meetings



First-Year Writing: Course Redesign

<https://fyw.uconn.edu>

Brenda Brueggemann
(brenda.brueggemann@uconn.edu)

Lisa Blansett
(lisa.blansett@uconn.edu)

Attachment #28

Student-Oriented Motivations for Redesign

» Help students

- become agile learners, persistent problem-solvers, flexible thinkers, and active contributors to thought and action.
- engage with, and capitalize on, multiple modes of communication as both consumers and producers of knowledge.
- meet the intellectual and practical demands of the university, labor market, and global citizenship.



Course Learning Goals



Inquiring & discovering through multiple modes



Deploying disciplinary methods and conventions



Using others' texts as contexts for arguments



Developing sustainable practices for the work of composing



Assessing the limits and possibilities of the medium for its message



Designing for universal access

<https://fyw.uconn.edu>

5 Course Moves

Attachment #28

19/20 - A - 215

We have designed a **flexible methodology** that actively **engages** students in—and enables **access** to—making **contributions to knowledge**. Our aim has been not only to improve educational practices around “the teaching of writing” at UConn but in writing programs generally and for Writing Studies as a field.

We introduce students to the iterative **practices** of:



to diverse audiences **across disciplines** and contexts. These five moves emphasize **transferable**, 21st-century skills (beyond the First-Year Writing course) that lead to **contextually sensitive** projects (in the writing classroom itself).

Attachment #28
Configuration

19/20 - A - 216



**Seminar
with Studio
Sections**

ENGL 1007
Seminar

16
Students

↓
Studio
sections

32
Students

Together: 4 credits for student

Find us!



[First-Year Writing Website](#)



[First-Year Writing New Course
Development Materials
\(University Only; do not
disseminate\)](#)

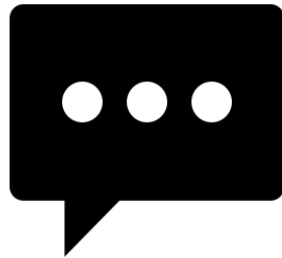




Questions?
Conversations?

Attachment #28

19/20 - A - 219



Additional slides follow for reference
(not part of presentation for UConn
Senate meeting April 6, 2020).

Attachment #28

New Approach, More inclusive focus

- **Active:** Foreground active learning
- **Access:** Engage Universal Design
- **Course Moves.** Reorient approach to writing through *activities* that experienced writers engage in
- Open doors to more **interdisciplinary** engagements
- Conform to University **Standard Meeting Schedule**

<https://fyw.uconn.edu> ⁹

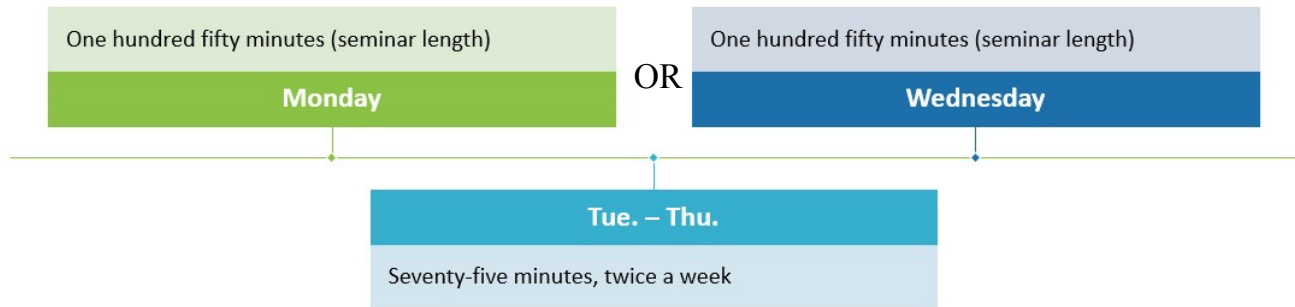


Role of the New First-Year Writing Course

- Introduce students to the intellectual labor of the University.
- Support and guide students' contributions to communicating knowledge in thoughtful, meaningful, substantiated ways.
- Develop students' ethical practices.
- Introduce students to multiple modes and genres of meaning-making.
- Expand and enhance students' <https://fyw.uconn.edu> skills and literacies



Seminar on Standard Meeting Schedule



Studio

Every other week
for 110 minutes
Select from M-F
studio sections



Attachment #28

Embedded Learning Goals of the W Competency

Maintain small class size	Active-learning pedagogy; capped number of students ensures opportunities for individualized guidance and instructor feedback; more opportunities for student engagement, interaction, and collaboration; more hands-on in-class practice to develop the practices of experienced writers.
Address writing as a process with drafting, feedback, and revision.	Academic inquiry and the writing associated with it develop through a process that cannot be realized in single iteration. The work requires negotiating among writer, reader, the purpose, the genre, and the occasion.
Teach writing; establish an explicit relationship between writing and learning in the course.	Recognize, apply, and analyze the disciplinary conventions for communicating knowledge; adopt the processes and practices of experienced writers.
Students must complete 15 pages of revised prose.	Students develop a sustained level of engagement with the course inquiry and develop projects that require reimagining their understanding and developing new ideas in response to course materials.
Students must pass the writing component to pass the whole course.	Convey the centrality of intellectual work and communicating that work to diverse audiences

First-Year Writing Course Moves

-What counts as evidence? How do I collect evidence and artifacts?
- How do I develop questions and criteria for collecting evidence?
- How do I assemble evidence meaningfully?

Collecting & Curating



- How does this text's aims, methods, and materials shaped its meaning? Where might I intervene in this text?
- How might I put this text to use to help us see something differently? What does this text want to achieve?
- What does this text assume about me, as reader?

Engaging



Contextualizing

- What questions are others asking?
- Where do I fit my work into already existing work? What forms do I use to convey knowledge?
- What do other perspectives bracket off of sight? Where can I make a contribution to these lines of inquiry?



- What can we learn about larger questions not posed here? What does the evidence point to that others have not seen?
- How do I make sense of the evidence this text uses?
- How might reframing the question change the outcome? How do I account for what I'm not seeing in the text?

Theorizing



- How will audiences access my work? How does an audience's reaction affect my work?
- What role do I play in how others put my work to use? Who will interact with my work?
- How do I make my work legible to my audience? How do I circulate my work and the work of others ethically?

Circulating



Attachment #28

Knowledge, Practices, Competencies

Class of 2022

Analytical thinking and innovation
 Active learning and learning strategies
 Creativity, originality, and initiative
 Technology design and programming
 Critical thinking and analysis
 Complex problem-solving
 Leadership and social influence
 Emotional intelligence
 Reasoning, problem-solving, and ideation
 Systems analysis and evaluation

Class of 2018

Analytical thinking and innovation
 Complex problem-solving
 Critical thinking and analysis
 Active learning and learning strategies
 Creativity, originality, and initiative
 Attention to detail, trustworthiness
 Emotional Intelligence
 Reasoning, problem-solving, and ideation
 Leadership and social influence
 Coordination and time management

Frequent Responses :

Attachment #28

19/20 - A - 225

We teach multiple modes of communication THROUGH a rhetorical approach to how meaning is made, communicated, and responsive; those skills transfer well across modes of communication. Students who walk into FYW saying they know how to write discover new ways to think about writing itself by having to think about communicating in different ways--**composing in different modes makes composing itself more visible.**

Physics and engineering students I've had more often than not tell me they will never have to do any writing in their discipline...until I ask them to gather some of writing done in and about those disciplines.

"Global Citizenship" in FYW is developed by practicing the rhetorical skills, flexible thinking, and collaborative approach to knowledge consumption and production that global citizenship demands. We can't be a content (CA4) course, but we can teach the kind of cognition necessary to move out of a parochial view of the world, experience, and knowledge. One example here, too, of how FYW helps develop global citizens would entail engagement with the ways culturally different rhetorical practices produce meaning rather than promoting an erasure of differences, using those differences to make visible how meaning is created in and across cultures.

We work with students on grammar and punctuation as integral parts of crafting meaningful texts--as rhetorical; years of research has shown that learning grammar in isolation from the work of writing doesn't improve writing.

Sometimes students say they didn't learn about grammar and punctuation because they didn't have to do drills in grammar and punctuation in a writing class...and maybe sometimes they just blame a sloppy draft on an external factor (in other words, "my writing is a grammatical mess because I didn't learn about grammar" as opposed to "I wrote this at 4 am and didn't bother to review it or even use Grammarly").

FYW exists as a transition point between the English Language Arts approach to writing that most US high schools teach (writing about literature) and the upper-division, disciplinary writing students should engage in their major courses and W courses. We want to prepare students to understand that different disciplines have different epistemologies, different methods, different conventions, but we're helping them build a foundation for **learning how to learn about and deploy the conventions of writing in** their disciplines. Metacognitive work is a major part of learning to learn. Students in my most recent class compared a humanistic approach to an issue with a scientific approach.

We do want to add graduate students in other disciplines to the pool of those who can teach FYW.

We have intended to align our courses with the different pathways that Delta Gen Ed has discussed implementing. Those pathways have changed a few times, so I cannot tell you the pathways we'd be able to embed in the new 1007 course.

W courses are where students are to learn to write about research in their discipline. Neither ENGL 1010 nor 1011 (FYW requirement is met with one, single-semester course) were conceived of as courses where students wrote about research in their disciplines. As such, the so-called traditional research essay has not ever been a mandate of FYW courses.

The one-semester FYW course is starting point for writing *throughout* the undergraduate education; the role of FYW is intended to help students "learn how to learn about writing and through writing." During the course, students develop the skills needed --conceptual, linguistic, and operational--for future work making meaning in their work at university and in their profession. ENGL 2049W, the Writing & Research course would be an excellent introduction to writing in the disciplines. If the University wishes to have ENGL 2049W taught--particularly as an integrative learning experience for students aligned with the pathways proposed in Delta Gen Ed--we would be thrilled to initiate conversations on to best effect that change.

University Senate Scholastic Standards Committee
Report to the University Senate
March 2, 2020

Existing Bylaw

C. Minimum Requirements for Undergraduate Degrees

1. *Requirements in General*

g. Additional Majors

A student may concurrently complete majors in one or more school or college. To do so, a student must meet all degree requirements for both majors 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 Degree*

A student may earn an additional baccalaureate degree either concurrently or after receiving another baccalaureate degree. 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.

Proposed Bylaw Change

Proposed Bylaw Change

C. Minimum Requirements for Undergraduate Degrees

1. *Requirements in General*

g. ~~Additional~~ Double Majors

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

h. Additional Degree

A student may earn an additional baccalaureate degree either concurrently or after receiving another baccalaureate degree. To do so, all requirements for each degree must be met and at least ~~30~~ 18 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~~ These 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~~ 18 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.

Proposed Bylaw Change – Clean Copy**C. Minimum Requirements for Undergraduate Degrees***1. Requirements in General**g. Double Majors*

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

h. Additional Degree

A student may earn an additional baccalaureate degree either concurrently or after receiving another baccalaureate degree. To do so, all requirements for each degree must be met and at least 18 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. -These 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 18 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.

**Senate Nominating Committee
Report to the University Senate
April 6, 2020
2020/2021 Committee Rosters**

Curricula & Courses Committee Member

***Eric Schultz, Chair, Ecology and Evolutionary Biology**

*Kate Fuller, UConn Libraries

*Manuela Wagner, Chair of GEOC (Ex-Officio)

Alana Adams, School of Business, Academic Advisory Center

Mark Brand, Plant & Landscape Architecture

John Chandy, Electrical and Computer Engineering

Marc Hatfield, Registrar's Office

Matt McKenzie, History, Avery Point Campus

George Michna, Neag, Director of Assessment, Accountability, and Accreditation

David Ouimette, Institute for Student Success

Sharyn Rusch, CLAS Academic Services

Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL(Ex-Officio)

Gina Stuart, Admissions Office

Julia Yakovich, CETL, Service Learning Initiatives

Terra Zuidema, Registrar's Office (alternate)

Diversity Committee Members

***Margaret Rubega, Chair, Ecology and Evolutionary Biology**

*Clarissa Ceglie, Digital Media and Design

*Maria-Luz Fernandez, CAHNR

*Diane Lillo-Martin, Linguistics

*Micki McElya, History

*TBD, Associate Vice President for Diversity and Inclusion & Chief Diversity Officer

Edith Barrett, Public Policy, Hartford Campus

Tom Bontly, CLAS

Clewiston Challenger, Neag

Julie Guild, HR

Christina (Rivera) Irizarry, Institute for Student Success

Maryann Markowski, OVPR's Office

Kim McKeown, CSD

George McManus, Avery Point

Sandeep Mishra, IT, Senior Computer Analyst

Willena Price, African American Cultural Center

Aida Silva, Admissions Office

Cindy Tian, Animal Science

Anastasios Tzingounis, Physiology & Neurobiology

Enrollment Committee Members***Tom Deans, Chair, English**

*Terrence Abney, Res Life, from Student Welfare

*Kristen Govoni, Animal Science

*Preston Green, Educational Leadership

Tracie Borden, Waterbury Campus

Miranda Davis, CLAS

Nathan Fuerst, Vice President for Enrollment Planning & Management (Ex-Officio Member)

Eva Gorbants, School of Fine Arts Academic Advisory Center

Masha Gordina, CLAS

Vern Granger, Office of Admissions

Mansour Ndiaye, CLAS Academic Services

Syam Nukavarapu, Engineering

Brian Rockwood, Registrar's Office

Susana Ulloa, ISS Academic Program Center

Faculty Standards Committee Members***Lisa Holle, Chair, Pharmacy Practice**

*Marysol Asencio, El Instituto

*Dan Burkey, Engineering

*Vicki Magley, Psychological Sciences

*Linda Pescatello, Kinesiology

*Paula Philbrick, EEB, Waterbury Campus

*Cristina Wilson, School of Social Work

*Sarah Woulfin, Educational Leadership

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Preston Britner, HDFS

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Lewis Gordon, Philosophy

Betsy McCoach, Neag

Girish Punj, Marketing

Martina Rosenberg, CETL

John Volin, Vice Provost for Academic Affairs, Ex-Officio member

Growth & Development Committee Members

***Mehdi A Anwar, Chair, Engineering**

*Michael Accorsi, Engineering

*Ming-Hui Chen, Statistics

Chris Bernard, Chief Information Security Officer

Tracie Borden, Waterbury Campus

Tutita Casa, Neag

Susanna Cowan, University Libraries

Greg Kivenzor, Business

Jessica McBride, Research

Katherine McCarthy, Admissions

Carl Rivers, Office of the Registrar

Jeffrey Shoulson, Vice Provost for Interdisciplinary Initiatives (Ex-Officio Member)

Scholastic Standards Committee Members:

***Pam Bedore, Chair, CLAS**

*Maureen Armstrong, Dean of Students Office

*Karen Bresciano, Graduate School

*Joe Crivello, Physiology & Neurobiology

*Stephen Dyson, CLAS/Political Science

*Holly Fitch, Psychology

*Thomas Long, Nursing Instruction and Research

*Suzanne Wilson, Education

Shoshana Armington, Advising, School of Engineering

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Stuart Brown, Waterbury Student Services

Robin Coulter, Business

Sarah Croucher, Director of Academic Policy

Lindsay Cummings, School of Fine Arts

Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs (Ex-Officio Member)

Donovan Reinwald, University Libraries

Nate Rickles, Pharmacy

Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL (Ex-Officio)

Lawrence Walsh, Office of Admissions

Christine Wenzel, Center for Students with Disabilities

Student Welfare Committee Members

***Maureen Armstrong, Chair**, Dean of Students Office
*Gerry Berkowitz, Plant and Landscape Architecture
*Alexis Boylan, Art & Art History
*Angela Rola, Asian American Cultural Center
Cinnamon Adams, Graduate School
Rebecca Bacher, CLAS Academic Services
Kelly Bartlett, Waterbury Campus
Arthur Galinat, International Student and Scholar Services
Michael Gilbert, Vice President of Student Affairs (Ex Officio Member)
Renee Gilberti, ISS Academic Programs Center
Peter Gogarten, Molecular and Cell Biology
Kay Gruder, Center for Career Development
Donna Korbek, Center for Students with Disabilities
Katherine McCarthy, Admissions
Tina McCarthy, Student Health Services
Jennifer Morenus, PRLACC
Jennifer Gattilia Tibbetts, Registrar's Office

University Budget Committee Members:

***Carol Polifroni, Chair**, School of Nursing
*Rajeev Bansal, Engineering
*Jeffrey McCutcheon, Chemical and Biomolecular Engineering
*Lisa Park Boush, CLAS/Geography
*Michael White, Dining Services
Robert Bird, Business
Lloyd Blanchard, Interim AVP for Budget and Planning (Ex-Officio Member)
Angela Brightly, Waterbury Campus
Jeffrey Crouse, Neag
Philip Mannheim, CLAS/Physics
Michael Morrell, CLAS
Lauren Slingluff, University Libraries
Paulo Verardi, CLASPathobiology

General Education Oversight Committee

Manuela Wagner, Chair (Fall 2019 – Spring 2022)

Eric Schultz, Senate Curricula & Courses (Ex-Officio)

Kelly Dennis, CA1 – Arts & Humanities

Jen Terni, CA1 – Literatures Cultures, and Language

Robert Day, CA2 – Social Sciences

Olivier Morand, CA2 – Social Sciences

George Gibson, CA3 – Science & Technology

Ali Gokirmak, CA3 – Science & Technology

Morty Ortega, CA4 – Diversity and Multiculturalism

Oksan Bayulgen, CA4 – Diversity and Multiculturalism

Kathleen Tonry, Environmental Literacy

Jason Vokoun, Environmental Literacy

Fabrice Baudoin, Quantitative Competency

Suman Majumdar, Quantitative Competency

Lisa Blansett, Writing Competency

Beth Ginsberg, Writing Competency

Tom Scheinfeldt, Information Literacy Competency

Brenda Brueggemann, Information Literacy Competency

Eduardo Urios-Aparisi, Second Language Competency

Michele Back, Second Language Competency

University Senate Meeting

UConn Student Mental Health: Services, Campus Culture, and Next Steps

*Suzanne Onorato, PhD, Executive Director
Student Health & Wellness*

April 6, 2020

University Senate Meeting
UConn Student Mental Health

Agenda:

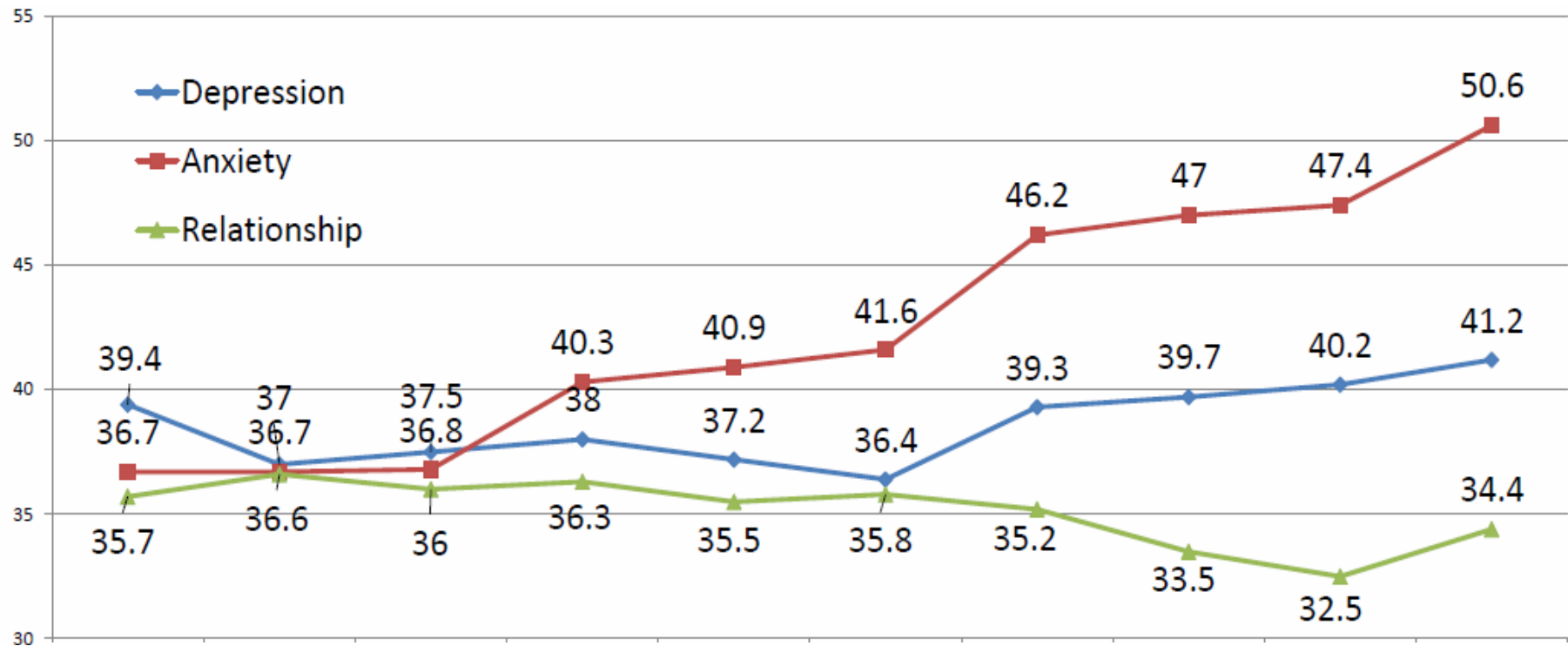
- 1. Mental Health Services**
- 2. Creating a Culture of Wellness at UConn**
- 3. President's Task Force on Mental Health and Wellbeing**
- 4. Questions**

Changing Student Needs - Challenging Collegiate Mental Health Services

National Student Mental Health Trends 2007-2016

Attachment #31

19/20 - A - 235



2016 Association for University and College Counseling Center Directors Annual Survey

- 79% increase in students treated for mental health issues in past year from 2007 to 2017
- 64% increase in students with lifetime mental health diagnosis from 2007 to 2017

Healthy Minds Study, 2018

Attachment #31
2017 ACHA-NCHA Student Survey
National vs. UConn Responses

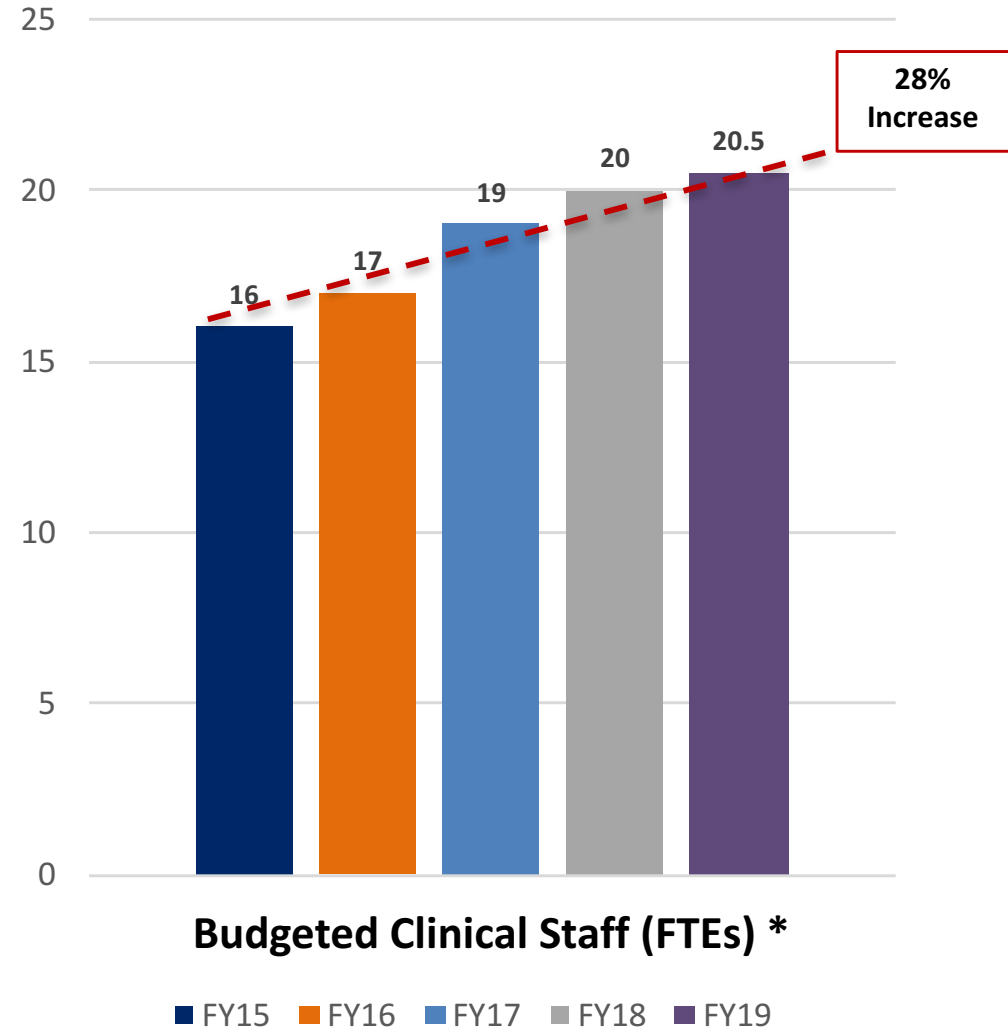
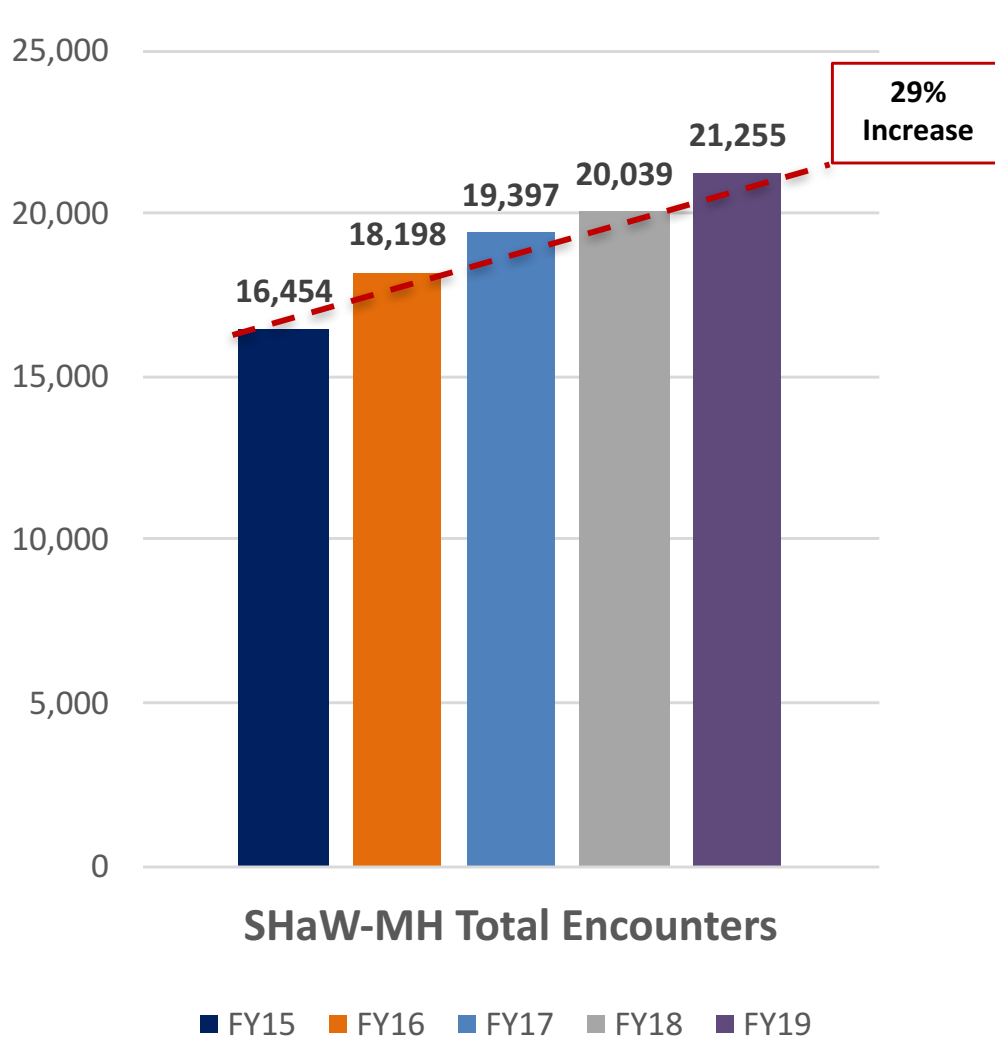
	National (SP17)	UConn (SP17)
Overwhelmed by all you had to do	87.0%	87.2%
Very sad	67.3%	68.7%
Very lonely	62.2%	63.5%
Overwhelming anxiety	60.8%	61.4%
Things were hopeless	51.1%	52.1%
So depressed difficult to function	39.1%	40.3%
Seriously considered suicide	10.3%	9.7%
Intentionally injured self	7.0%	6.8%
Attempted Suicide	1.5%	1.3%

** In the past 12 months*

SHaW Mental Health Services Total Encounters and Clinical Staff FY15 - FY19

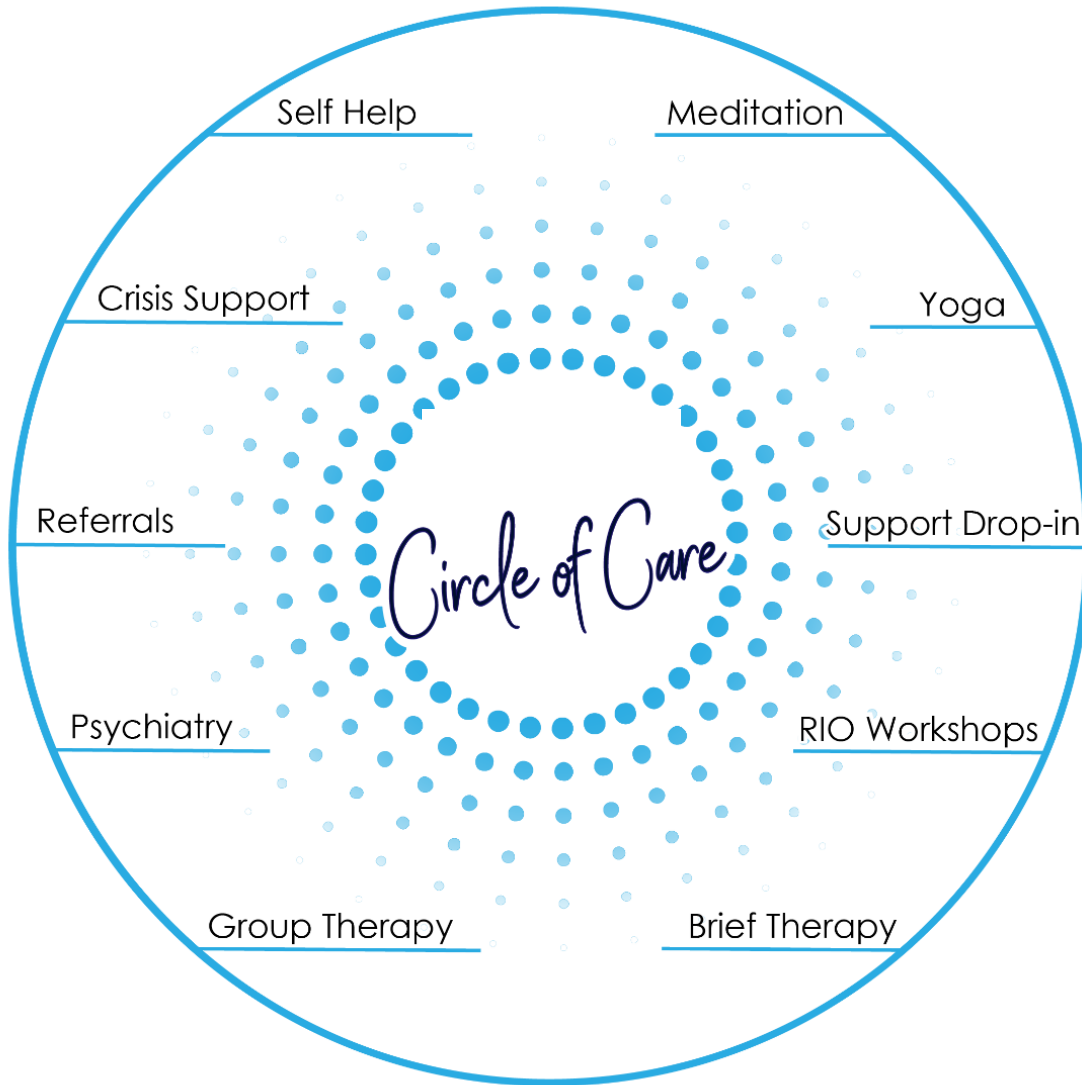
Attachment #31

19/20 - A - 237



* NOT including 5.5 FTEs for Regional Campuses

SHaW-MH Stepped Care Model – Implemented in 2017^{9/20 - A - 238}



Traditional Services:

- Brief Individual Therapy
- Group Therapy
- Psychiatry

Rapid Access Services:

- Single Session
- Drop-In Support
- Self-Help

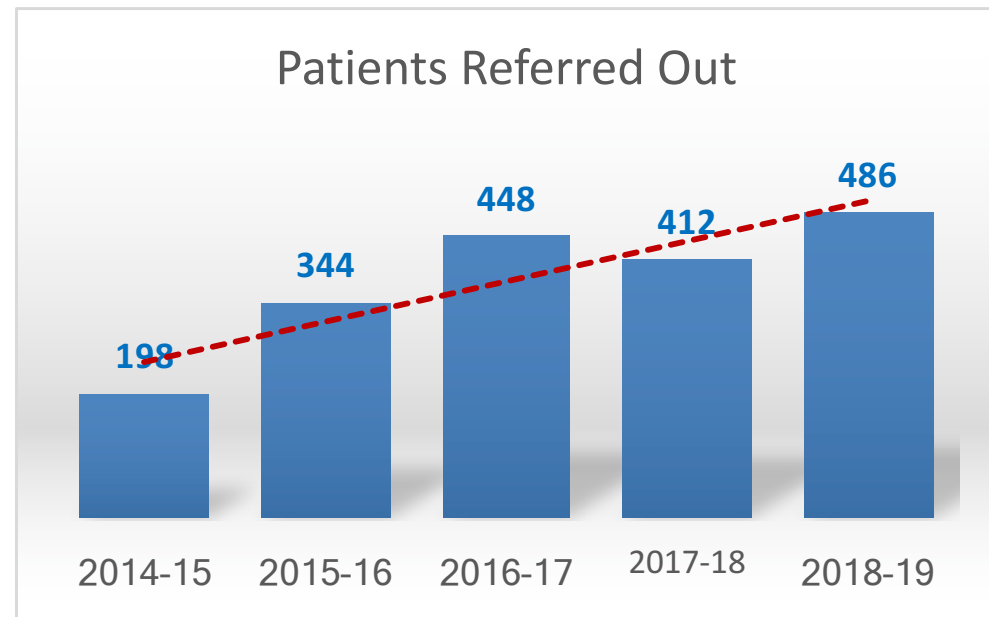
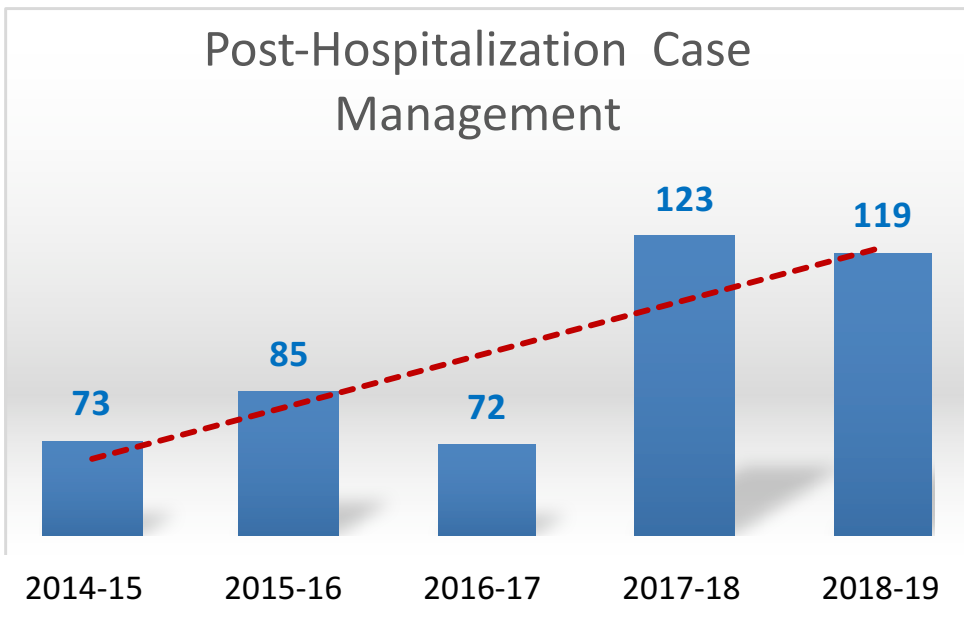
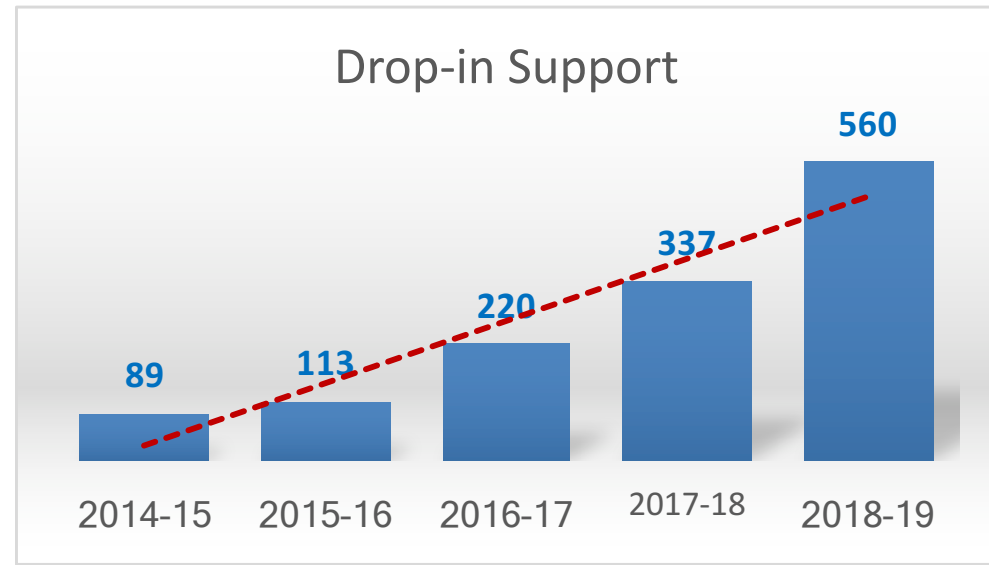
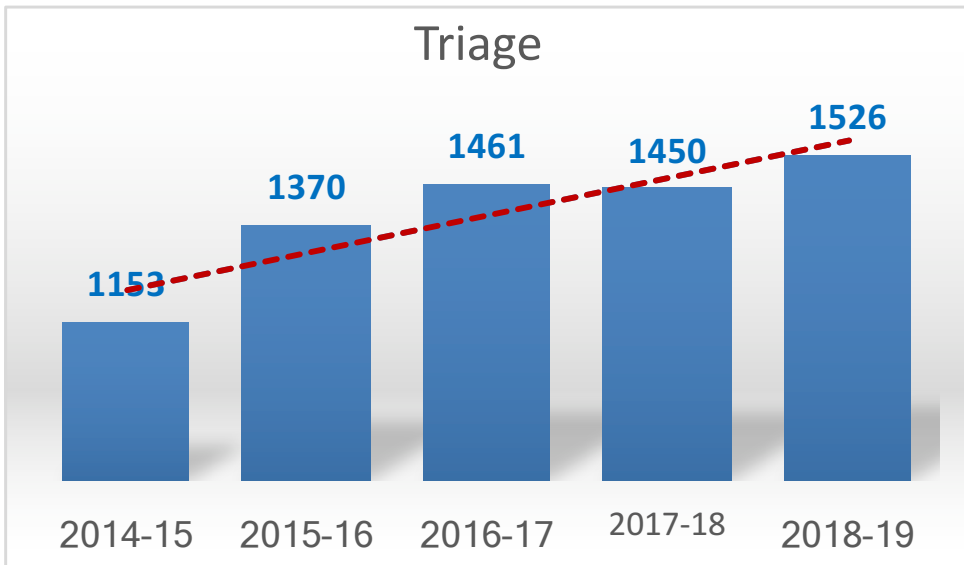
Skill Building Services:

- Yoga
- Meditation/Biofeedback
- Mindfulness Workshops

Transitional Services:

- Crisis Support
- Referrals

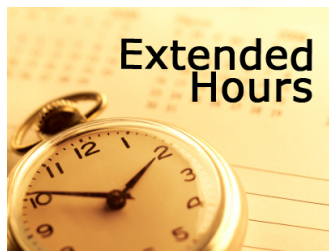
Attachment #31
Stepped Care Model – Implemented in 2017



Enhancing the Student Experience

Implementing Student Requests:

1. Evening Hours
2. In-Person Triage *(in Addition to Phone Triage)*
3. Electronic Scheduling
4. 24/7 In-Person On-Call All Year Round



What Is the Optimal Model of Care?

Need to Commit to a Model of Mental Health Care to Address Evolving Student Needs

Keeling Review:

- Align UConn Model of Care with Emerging Best Practices
- Provide an Operational Review of Mental Health Services
- Recommendations for Promoting a Holistic Vision of Wellness
- Final Report with Action Plan



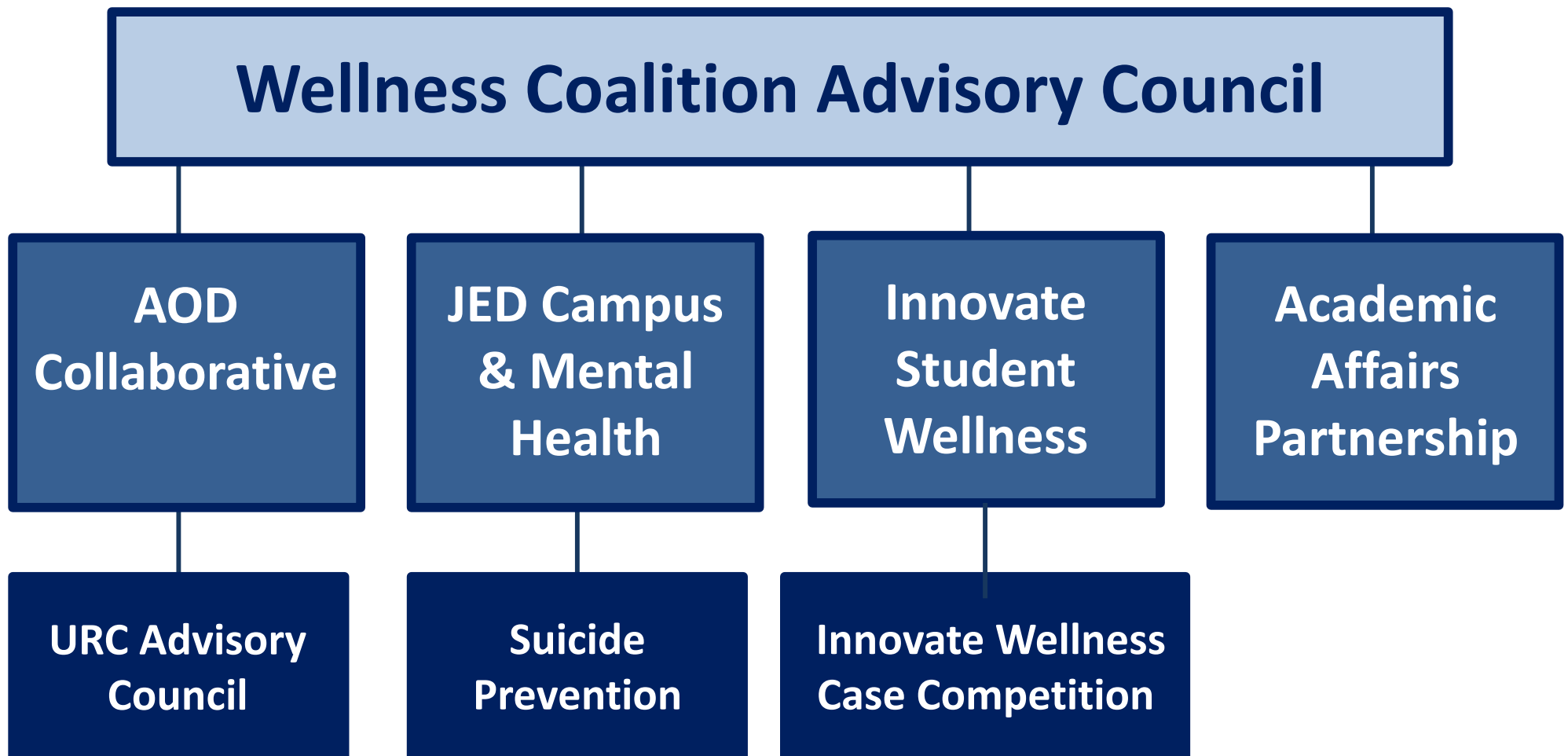
Baseline Assessment Question

Which of the following characterizes your school's approach to promoting and protecting the emotional health (including substance abuse and suicide prevention) of your students?

- 1. All or almost all of the responsibility lies within the counseling service; other departments are relatively uninvolved.**
- 2. The counseling service has responsibility, but other departments and stakeholders also provide some input and/or support.**
- 3. Emotional health is seen as a campus-wide issue with significant involvement from multiple campus departments and stakeholders.**



2019-2020 Coalition Structure



University Senate Meeting
UConn Student Mental Health

President's Task Force
Student Mental Health & Wellbeing

Co-Chairs: Eleanor JB Daugherty & Nina Rovinelli Heller
projectwellness.uconn.edu

- Community Wellness: Prevention and Partnerships
- Mental Health Continuum and Coordination of Services
- Diversity and Inclusion: Culture, Language, Workforce
- Training and Research

University Senate Meeting

UConn Student Mental Health: Services, Campus Culture, and Next Steps

Questions?