

**SCHOLASTIC STANDARDS COMMITTEE**  
**December 6, 2021, 2:00-3:30PM**  
**Via WebEx**  
**Minutes and Semester Wrap-Up for Chair Transition**

**1. Today's Meeting Schedule**

**2. From the Chairs**

- A.** Members were reminded of rules of engagement for meeting efficiency.
- ✓ Use hands (video or electronic) to speak (Holly/Robin try to call in order raised)
  - ✓ Agenda items will be prioritized
  - ✓ Depending on the number of agenda items for a meeting, times may be allocated to make sure that we get through priority items.
- B.** Approval of the 11-29-21 Minutes
- a. Motion to pass minutes: H. Fitch
  - b. 2<sup>nd</sup> motion to pass minutes: T. Long
  - c. VOTE: 17 in favor (unanimous)

**C. Minimum requirements exception, II.A.1. - COMPLETED**

The Minimum Exceptions By-Law change codified a revision to allow decisions about accepting application materials from students who were missing required components due to unusual extenuating circumstances (e.g., lacking some transcripts). Instead of decisions being made solely by the Director of Admissions, the new wording expands the input to such decisions (estimated 10-12/year). The motion for this change was presented at the Senate meeting November 1, and was voted on at the December 6 Senate meeting (see Attachment 1). A tiny grammatical change was made after the Nov 1 SSC vote of approval (no change in meaning/intent), and a re-vote (for the record) was requested Dec 6.

The original revision of the Minimum Requirements Exception of II.A.1.d gave authority for exceptions to the requirements in paragraph to II.A.1.b. the Director of Admissions in consultation with leadership from the Division of Enrollment Planning and Management, and II.A.1.e provided the exceptions to paragraph II.A.1.a and re-referenced "decisions made by." Per discussions with Larry Walsh, we amended the motion as below:

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

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

standing and test scores. ~~The Director of Admissions may also waive~~ Test scores for students who demonstrate maturity and show promise of success ~~may be waived~~.

- Made revisions in paragraph 1A and 1b as part of the motion.
- Revisions clarify proper legal language, but not intent of proposal.
- Vote was 17 SSC members in favor (unanimous)

**D. Resolution on Class Enrollment Caps (no ByLaw change) – COMPLETED**

This Resolution emerged from concerns that class caps were being modified at an Administrative level, as discussed between SEC and the Chairs Fitch and Coulter. The issue was presented to SSC initially in Nov 2021, with a request for more details on when, how, and by whom this was happening. That info was presented to the SSC in early Dec 2021, resulting in a formal resolution (see attached) and SSC approval by majority vote. HF presented the resolution as approved at the Dec 6 Senate meeting for a Senate vote (Resolution does not require 2 meetings; see Attachment 2). The resolution was approved by the Senate at the Dec 6, 2021 meeting.

**E. Academic Adjustments Proposal (see Attachment 3) – AWAITING SENATE VOTE**

After discussion, the revised Academic Adjustments Policy (approved by SSC on 11/29/2/1) was forwarded to the Chairs of GEOC (Manuela Wagner) and C&C (Suzanne Wilson) for review. This proposal concerns the management of modifications for students who cannot, due to disability, meet foreign language or Q Gen Ed requirements. It is currently posted as a policy on [policy.uconn.edu](http://policy.uconn.edu). Due to uncertainty as to why it is posted as a stand-alone policy and not incorporated into either the By-Laws, Rules & Regs of the University Senate or the Guidelines of the General Education requirements (placing it under Senate authority), the presentation to Senate was deferred from Dec 6 meeting to Spring.

- Cheryl has forwarded this to GEOC and Senate C&C.
- Determining where this will get housed.
- Once format is decided, should be presented to full Senate in Spring 2022.

**F. Academic Adjustments/W courses – TO BE DISCUSSED**

In Spring 2022, SZ will invite Brenda Brueggemann (Dept. of English) to discuss W academic adjustment. Pending that discussion, an SSC subcommittee may be formed to address the question of whether W courses should be included in the Academic Adjustment Policy.

- Brenda Brueggemann will hopefully be joining the SCC for the meeting in the spring semester.

**G. Reconsideration of 26 credit limit for P/F conversion – TO BE DISCUSSED**

Points of discussion (pro/con) are listed in 11/29 SSC Minutes; no clear agreement was reached

in that meeting. To understand how peer and aspirant school policies are implementing P/F policies post-acute-COVID leniency changes (mainly adopted in Spring 2020 – Spring 2021), SCR is compiling that data (P/F deadlines, number of conversions allowed, repeat policies, restrictions, etc.) from peer schools. To be discussed in Spring 2022 meetings.

SEC has not yet *formally* referred the USG proposal to SSC for review/action, although AE provided a copy to HF and RC.

- S. Croucher will have someone in her office compile information about what peer aspirations are doing involving pass/fail.
- Many peer institutions seem to have max per academic year, and then a total limitation of courses that can be put on pass/fail.

### 3. Other committee reports – TO BE DISCUSSED

#### A. *SSC Representatives on University Academic Integrity Initiative*

**HF, JC, and KBR** – Mission is to represent SSC on external Provost's appointed Academic Integrity Committee led by Vice Provost Kersaint. HF & JC will report on progress to the SSC.

**Report:**

- A small group worked on more procedural details about how potential incidents with academic integrity would be handled.
- Survey results about definitions came back:
  - The faculty feedback was asking to add more examples.
- Potentially targeting to bring something back in the spring semester for feedback.

#### B. *Subcommittee: Fresh Start/Academic Renewal*

**CHAIR:** LC

**MEMBERS:** EC., LW, NR, TL, SA

**ACTION:** Statement about the Fresh Start initiative, progress to date, and sub-committee agenda for Fall 2021, given an anticipated policy and/or bylaw change will be ready in Spring 2022.

Mission is to address the timeframe over which students who depart UConn with poor grades could later return and pursue renewed study with a "clean" transcript.

**Report:** No updates, will have more in the spring semester.

#### C. *Subcommittee: Military Transfer Credit*

**CHAIR:** LW

**MEMBERS:** Alyssa Kelleher (Director of the Veteran Military Program and Services), Michael Bradford, SCR.

**Action:** Statement about Military Transfer Credit, progress to date, and sub-committee agenda for Fall 2021 – expected by-law change brought to SSC.

Mission is to address mechanisms to recognize credits for work completed in military service.

**Report:** No updates, will have more in the spring semester.

#### D. *Subcommittee: "No Attendance" Status for Financial Aid*

**CHAIR:** GB

**MEMBERS:** Carrie Fernandes (Program Manager in Financial Aid), HF, LSH, MA, NR, SCr, SZ.

Action: Statement about the “No Attendance” Status for Financial Aid, progress on the analysis of peers and aspirants, and sub-committee agenda for Fall 2021, given an anticipated policy and/or bylaw change will be ready in Spring 2022. Mission is to address scenario where a student attended class, but submitted no work and failed, to verify that they still qualify for financial aid (which requires at least 1 class attendance). Concerns reflect UConn being a non-attendance University so Profs. may not have mechanisms to verify attendance in such cases where no work/assessments have been submitted/completed.

**Report:**

- Sent an email to the committee to discuss what we learned from Hengameh.
- Hopefully we will have a draft completed by February so it can be ready for the fall semester.

E. *Subcommittee: Sick Notes*

**CHAIR:** MA

**MEMBERS:** CW, LSC, RC

ACTION: Statement about “Sick Notes” related to by-law regarding final exams and assessments, progress to date, and sub-committee agenda for Fall 2021.

Mission is to address conflicting advice from Admin & Student Health discouraging requests for verification of illness, versus Prof. concerns about widespread abuse of "self-reported" illness to evade or delay assessments. It was noted that DOS requires documentation to reschedule Finals, so expectation of a similar requirement for other assessment rescheduling is not without precedent.

**Report:**

- A survey will be sent out soon.
- Update next semester
- Question from Provost Office: Do you have appropriate language that Scholastic Standards are working on this?
  - Send questions to M. Armstrong

**5. New Business**

- a. Potential Spring Business: Go back to the by-laws for the listing of experiential courses.
  - i. Need to review whether the experiential courses across the university have changed their course numbering
  - ii. J. Butts and S. Croucher are willing to work on this.

**6. Adjourn Meeting**

- a. Meeting adjourned at 2:32 PM

**SSC Committee Members:** Robin Coulter (RC), Holly Fitch (HF), Maureen Armstrong (MA), Karen Bresciano (KBR), Mason Holland (MH), Thomas Long (TL), Joe Madaus (JM), Leslie Shor (LSH), Sherry Zane (SZ), Shoshanna Armington (SA), Kelly Bartlett (KBA), Gregory Bouquot (GB), Erin Ciarimboli (EC), Joseph Crivello (JC), Sarah Croucher (SCR), Lindsay Cummings (LC), Abbey Engler (AE), Jennifer Lease Butts (JLB), George Michna (GM), Nathaniel Rickles (NR), Lauren Schlesselman (LSC), Ellen Tripp (ET), Larry Walsh (LW), Christine Wenzel (CW), Elaine Lee (EL), Daniel Pfeiffer (DF).

**Absent:** Mason Holland (MH), Joe Madus (JM), Leslie Shor (LSH), Sherry Zane (SZ), George Michna (GM), Ellen Tripp (ET), Larry Walsh (LW), Daniel Pfeiffer (DF)

**Minutes taken by:** Erica Kareco (EK)

## ATTACHMENT 1

### Minimum Requirement Exception

SSC Vote: 10.4.21

Senate Presentation: Sept 2021

Senate Vote: Oct 2021

### Background:

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

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

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

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

### Senate By-Law II.A.1

#### 1. Minimum Requirements

Except as specified below, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

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

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

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

Students attending secondary school programs outside of the United States that do not

follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend

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

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

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

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

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

**ATTACHMENT 2**

**RESOLUTION  
Class Capacity/Enrollment Caps**

*(For presentation and vote at Dec 6 Senate meeting)*

*Whereas*, Academic units determine class enrollment caps with attention to pedagogy, as well as to facilitate offering course requirements and timely graduation, address varying student interest in courses, recognize fluctuating instructor and teaching assistant availability (e.g., instructor vacancies, faculty sabbaticals, limited teaching assistant lines), accommodate delivery modalities (i.e., in person, online, distance learning, hybrid), and consider classroom availability restrictions (e.g., seat capacity and technology access).

*Whereas*, Evidence exists that class capacity has been revised by entities other than the academic unit.

*Resolved*, That Senate reasserts that course registration designations for Class Capacity (aka “enrollment caps”) shall be determined by department heads in consultation with instructors, and where appropriate, the Dean of the College/School (or Dean’s Designee).



## ATTACHMENT 3

### ACADEMIC ADJUSTMENTS POLICY

#### Background

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

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

***The following policy seeks to modify the current process by which students with disabilities need to seek approval via a committee review, beyond the review of the Center for Students with Disabilities (CSD). Instead, students will work directly with the CSD, and then their academic advising center. The review by the current Academic Adjustment Committee will be eliminated. This change will bring the policy into better alignment with current interpretation of the Americans with Disabilities Act and with practice at our peer and peer-aspirant institutions.*** In all cases, justification of an academic adjustment requires evidence of the disability's impact upon the student's ability to learn the course material.

## Policy

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

The following rules will apply:

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

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

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

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

## Policy History:

Effective: December 11, 2006

Revisions proposed by the Senate Scholastic Standards Committee November 2017 and by the Senate Curricula and Courses Committee October 2017

Approved by University Senate December 2017