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12-14-2009

# Minutes December 14, 2009

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## Recommended Citation

**MINUTES OF THE UNIVERSITY SENATE**
**December 14, 2009**

1.  The regular meeting of the University Senate for December 14, 2009 was called to order by President Hogan at 4:02 PM.

2.  Election of Moderator

    Senate Moderator Susan Spiggle was unable to attend the December meeting of the University Senate, therefore President Hogan entertained nominations for a substitute moderator for this meeting. Senator Clausen nominated Senator Cyrus Ernesto Zirakzadeh as Moderator for the December 2009 Senate meeting. The nomination was seconded by Senator Caira. Senator Zirakzadeh was duly elected.

3.  Approval of the Minutes

    Moderator Zirakzadeh presented the minutes from the regular meeting of November 9, 2009 for review.

    **The minutes were approved as written.**

4.  Report of the President

    President Hogan brought the Senate up-to-date regarding the University's budget. He reported it is now clear that despite adjustments the University has made, the University is not 'out of the woods' because the State deficit continues to grow. The University does have a kind of safety net in the form of the federal American Recovery and Reinvestment Act (ARRA) which will protect our State appropriations until 2011. However, after 2011 the ARRA maintenance of effort provision expires. Further, even if we are protected, ARRA preserves only our State appropriations. It does not cover our reserves and other funds that come to the University through other means.

    The plans for the partnership with Hartford Hospital are now on the back burner because of a perceived lack of political support for that proposal. The University continues to explore other ways to protect and improve its programs at the Health Center. A "go it alone" strategy is being developed. The Governor has promised to be as helpful "as she can be," but it is not certain that her help alone will be effective. President Hogan stated his belief that the last two years has produced some sort of consensus that the hospital needs a long-term solution for the benefit of the State. The Health Center is the primary provider of doctors and dentists for the State of Connecticut and for indigent care. The Health Center has an expansive public mission for which it is not adequately compensated. This has been a 30-year old problem and it is not likely to go away easily.

    With regards to tuition, the Board of Trustees will set tuition and fees at its next meeting, which will probably be the first week of February. Normally, the University sets tuition and fees for two years at a time but with the budget problems of last year, only a one-year plan was put in

place with the idea that the topic would need to be revisited.

The other State universities have set a 6% increase and it will be difficult for UConn to do much better. Costs will go up because of salary agreements and our State funding will be flat so an increase is necessary. New federal policies (Pell grants and work study) have gone up and may go up again. The tax tuition credit proposed by President Obama would also help. These initiatives may make the real cost of attending a college decline for the average family even in the face of tuition increases. The President's implication is that this relief should allow the University room for a larger increase without adversely affecting students. Tuition considerations have now become politicized, witness the reaction to 32% increase in California. President Hogan pointed to a model proposed by three major universities in other states: William and Mary, the University of Virginia, and the University of Michigan. These universities have asked their legislatures essentially to freeze or even reduce state funding from now on in return for greater freedom in setting tuition and fees. President Hogan is not certain we can convince the Governor of the wisdom of ramping up tuition but we continue to try. UConn has increased the proportion of out-of-state students in our entering class from 29% to 33% and that will most likely be increased to 35%.

5. Report of the Provost

Provost Nichols discussed the use of accumulated reserves. In the past, there was a practice of allowing units to roll forward up to 5% of their operating budgets into the next fiscal year. Due to budgetary considerations, that practice will be modified. Justification will be needed to roll forward more than 2.5%. This modification does not prohibit rolling forward a greater amount, but he will seriously examine the necessity for it on a case by case basis. This is a sensible precautionary measure in light of budget sweeping.

Provost Nichols discussed changes in the approval process and reporting of sabbatical leaves to the Board of Trustees. In the past, sabbatical leaves have been presented to the Board of Trustees several times per year. Due to decreased hiring and a decrease in the total number of faculty, Administration is looking for an orderly way to ask faculty to postpone their leaves. The Deans have been asked to implement a fair process for approving sabbatical requests. The Provost indicated he wants to go to the Board only twice per year for sabbatical approvals so therefore there are now strict deadlines for application. There is not presently a cap or limit on the number of sabbaticals. The Provost is targeting a 5% of the total faculty for sabbaticals and noted in past years the percentage has run between 5% and 7.5%. If a unit goes beyond the 5% target, then there needs to be a prioritized list. The rankings, done by academic merit, will be determined in the individual units.

6. Senator Clausen presented the Report of the Senate Executive Committee.

(Attachment #19)

7. The Annual Report of the Enrollment Committee was presented and entered into the record.

(Attachment #20)

8. Senator von Munkwitz-Smith presented the Report of the Nominating Committee.

(Attachment #21)

A. Bavier questioned how student additions to the standing committees are determined. J. von Munkwitz-Smith stated the Undergraduate Student Government and the Graduate Student Senate nominate the students to membership. All nominations are confirmed by a vote of the Senate.

Senator Fox moved to refer the matter of student nomination procedures to the Senate Nominating Committee for consideration.

**The motion carried.**

Senator von Munkwitz-Smith presented the appointments as proposed by the Nominating Committee.

a) We move to appoint Murphy Sewall to a three-year term as Chair of the General Education Oversight Committee (GEOC) effective August 24, 2010 through August 23, 2013.

b) We move to appoint Francine DeFranco to the Diversity Committee as representative of the Scholastic Standards Committee effective immediately with a term ending June 30, 2010.

c) We move the following undergraduate student additions to the named committees effective immediately with the term ending June 30, 2010:
> Alexandra Albini to the Faculty Standards Committee
> Lia Albini to the Enrollment Committee
> Connor Bergen to the Student Welfare Committee
> Kathryn Cannon to the Growth & Development Committee
> Lori Gupta to the General Education Oversight Committee
> Christine McGrath to the Enrollment Committee

**The three motions, presented together, carried.**

9. Senator Recchio presented the Report of the Scholastic Standards Committee

(Attachment #22)

In 2001 the Senate updated its bylaws on Scholastic Probation and Dismissal to address limitations to the newly instituted PeopleSoft registration and records-keeping system. Over time several programmatic and procedural changes have been instituted. These changes include the following:
- The Vice Provost for Undergraduate Education and Instruction delegates the task of university dismissals to designees from the school's and college's deans' offices. Decisions regarding ACES students at the Storrs campus are made by the Assistant Vice Provost. At the regional campuses decisions are made by the Directors of Student Services.
- The position of Dean of Extended and Continuing Education has been replaced with the position of Director of the Center for Continuing Studies.

- The Director of the Center for Continuing Studies did away with the practice of informing the deans of student's previous school or college about decisions made regarding non-degree course registration.
- Dismissed students apply for readmission to the university through an office designated by the Vice President of Student Affairs; in this case, the Office of Student Services and Advocacy at the Storrs campus. At the regional campuses they apply to the Director of Student Services of the campus to which they seek readmission.

Highlighted below are the changes that the Senate Scholastics Standards committee recommends so as to bring the dismissal and readmission policies in line with procedures.

II.E.15: *Scholastic Probation and Dismissal*

Scholastic probation and dismissal from the University for scholastic reasons shall be administered by the Vice Provost for Undergraduate Education and Instruction, at the recommendation of the schools and colleges or regional campuses, and in accordance with the regulations that follow:

Scholastic probation is an identification of students whose scholastic performance is below University standards. The student and the student's counselor are informed that a marked academic improvement in future semesters is necessary to obtain the minimum scholastic standards.

Students are on scholastic probation for the next semester in which they are enrolled if their academic performance is such that they are included in any of the following conditions:

a. Students who have earned 0-11 credits (considered to be 1st semester standing) and who have earned less than a 1.8 semester grade point average.

b. Students who have earned 12-23 credits (considered to be 2nd semester standing) and who have earned less than a 1.8 semester grade point average.

c. Students who have earned 24 credits or more (considered to be 3rd semester or higher) and who have earned less than a 2.0 semester grade point average or cumulative grade point average.

d. Any student placed on academic probation because of a cumulative grade point average less than 2.0 shall be removed from probation when the cumulative grade point average reaches 2.0 or above.

The end of the semester is defined as the day when semester grades must be submitted to the Registrar. This must occur no later than seventy-two hours after the final examination period ends.

Incomplete and Absent grades (I, X, and N) do not represent earned credit. A student placed on probation with unresolved grades will be relieved of probation status if satisfactory completion of the work places his or her academic performance above the probation standards.

Warning letters will be sent to students in good standing who have completed their first or second semester with less than a 2.0 semester grade point average.

A student who fails to meet these minimum scholastic standards for two consecutively registered semesters is subject to dismissal. However, no student with at least a 2.3 semester grade point average after completing all courses for which he or she is registered at the end of a semester shall be subject to dismissal; the student will be continued on scholastic probation if such status is warranted.

Students who are subject to dismissal but who, for extraordinary reasons, are permitted to continue may be subjected by the Vice Provost for Undergraduate Education and Instruction to other conditions for their continuance.

When a student is dismissed from the University for scholastic reasons only, any certificate or transcript issued must contain the statement "Dismissed for scholastic deficiency but otherwise entitled to honorable dismissal."

Dismissal involves non-residence on the University campus and loss of status as a candidate for a degree effective immediately upon dismissal.

A student who has been dismissed from the University for academic reasons may not register for courses at the University as a non-degree student without the approval of the ~~Dean of Extended and Continuing Education~~ Director of the Center for Continuing Studies~~, who will inform the dean of the student's previous school or college about the decision made~~.

Students who have been dismissed may, during a later semester, request an evaluation for readmission to the University. ~~by applying to the dean of the school or college into which entry is sought.~~ Students wishing to apply for readmission to the Storrs campus apply to the Vice President for Student Affairs or his/her designee. Students wishing to apply for readmission to a regional campus apply to the regional campus Director for Student Services. Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. In their first regular semester after readmission, dismissed students will be on scholastic probation and may be subjected by the Vice Provost for Undergraduate Education and Instruction to other conditions for their continuance. Students who have left the University for a reason other than academic dismissal are readmitted under the same scholastic standing status as achieved at the time of their separation from the University.

These by-law changes are presented to the Senate for informational purposes at this time. The motion will be considered for a vote of the Senate at its meeting of February 1, 2010.

10. Senator Schultz presented the Report of the Curricula and Courses Committee.

   a)  Senator Schultz presented one motion encapsulating a series of changes to the By-Laws, Rules, and Regulations of the University Senate and the University of Connecticut General Education Guidelines as presented to the University Senate on November 9, 2009.

(Attachment #23)

      **The motion carried.**

   b)  Senator Schultz presented a slate of courses and catalog changes.

(Attachment #24)

     I.      The Curricula and Courses Committee recommends revision of General Education By-Laws and Guidelines

        A. Updating 3-digit course references to the 4-digit renumbering scheme, correction of language concerning 6-department rule, and references to the Q Learning Center

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

        A. MAST 1200 Introduction to Maritime Culture
Either semester. Three credits.
A study of history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural aesthetics.

        B. ARTH 2993 Foreign Study
Either or both semesters. Credits and hours by arrangement. Consent of department head required, normally before the student's departure to study abroad. May be repeated for credit with a change in course content.
Special topics taken in a foreign study program

        C. DRAM 2141. Script Analysis
Either semester. Three credits. Three class hours per week. Prerequisite: Open only with consent of instructor.
Introducing the basic script-analysis skills necessary for theatre practitioners; exploring texts from a production, rather than a literary, viewpoint. Through reading, discussion, exercises, and group projects students examine the ways that playwrights convey information.

        D. MUSI 1193. Foreign Study.
Either or both semesters. Credits and hours by arrangement. Consent of department head required, normally before the student's departure to study abroad. May be repeated for credit with a change in course content.
Specific topics taken in a foreign study program.

        E. DRAM 1710. Exploration of Acting
Three credits. Four hours per week. Open only with consent of instructor.

The basic elements of the acting process and related skills for those not intending to pursue professional acting careers. Not open for credit to Acting majors or those who have passed DRAM 1701

F.  DRAM 1902. Voice and Speech II
First semester. Three credits. One and one-half lecture hours and two studio hours per week. Prerequisite: DRAM 1901. Open only with consent of the instructor.
Additional vocal and articulation/phonetics skills applied to the performance of both realistic and elevated language in dramatic literature.

G.  DRAM 2810. Stage Movement III
First semester. Three credits. Six studio hours per week. Prerequisite: DRAM 1802. Open only with consent of the instructor.
Beginning the process of applying the actor's movement skills to the unique requirements of different theatrical forms and structures. Applied skills may include tumbling, gymnastics, clowning, mask work, ethnic arts, hand-to-hand combat, armed combat and many theatrical forms and styles of dance.

H.  DRAM 2812. Stage Movement IV
Three credits. Six studio hours. Prerequisite: DRAM 2810. Open only with consent of instructor.
Developing and applying additional movement skills to different types and styles of dramatic expression.

I.  DRAM 2901. Voice and Speech III
Second semester. Three credits. One and one-half lecture hours and two studio hours per week. Prerequisite: DRAM 1902. Open only with consent of the instructor.
In-depth study of applied voice and speech skills, particularly flexibility of the voice and application of vocal variety to understanding and expressing the structure and meaning of language and text.

J.  DRAM 2902. Vocal Performance Techniques
Either semester. Three credits (one and one-half lecture hours and two studio hours). Prerequisite: Open only with consent of the instructor. Not open for credit to Acting majors.
Basic skills in voice production, vocal variety, articulation, and voice characterization for those in the dramatic arts pursuing careers other than stage acting.

K.  CLCS 2XXX. Intercultural Competency towards Global Perspectives
Introduction to the interdisciplinary and international field of intercultural communication in cultural studies, including culturally determined communicative behaviors, identity, semiotics, multi-disciplinary theories of culture, and stereotypes.

L.  NRE 2325 Fish and Fisheries Conservation.
Second semester even years. 3 credits. Recommended preparation: NRE 1000, BIO 1102, or 1108. Open to sophomores or higher. Auster
An examination of the linkages between life history, habitat and effects of human activities on the conservation and sustainable use of marine, estuarine and freshwater fishes.

M.  NRE 2345. Introduction to Fisheries and Wildlife
First semester. Three credits. Not open to students who have passed NRE 3335 or 4335. Ortega, Vokoun
An introduction to the basic principles used in the management of wildlife and fish populations, their habitats and ecosystems, and their human stewards. Students will be introduced to the fundamental concepts, topics, and skill sets that are commonly needed in the wildlife and fisheries profession.

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

A.  ARTH 1193. Foreign Study (permit repeating for credit)
Current Catalog Copy
(193) Either or both semesters. Credits and hours by arrangement. Consent of department head required, normally before the student's departure to study abroad. Special topics taken in a foreign study program.
Revised Catalog Copy
(193) Either or both semesters. Credits and hours by arrangement. Consent of department head required, normally before the student's departure to study abroad. May be repeated for credit with a change in course content.
Special topics taken in a foreign study program.

B.  DRAM 1701 (revise title and description)
Current Title and Catalog Copy
1701-1702. Introduction to Acting
(143-144) Both semesters. Three credits each semester. Concurrent enrollment in DRAM 1801-1802 required for all acting majors.
First semester: Basic acting techniques, including improvisation and the use of the stage environment. Second semester. Continuation of basic techniques with emphasis on the presentation of scenes from contemporary plays.
Revised Title and Catalog Copy
1702. Acting I
(143) First Semester. Three credits. Six studio hours per week. Prerequisite: Open only with consent of instructor.
Basic acting techniques, including improvisation and the use of the stage environment

C.  DRAM 1702 (revise title and description)
Current Title and Catalog Copy
1701-1702. Introduction to Acting
(143-144) Both semesters. Three credits each semester. Concurrent enrollment in DRAM 1801-1802 required for all acting majors.
First semester: Basic acting techniques, including improvisation and the use of the stage environment. Second semester. Continuation of basic techniques with emphasis on the presentation of scenes from contemporary plays.
Revised Title and Catalog Copy
1702. Acting II
(144) Second Semester. Three credits. Six studio hours per week. Prerequisite: DRAM 1701 Open only with consent of instructor.

Additional basic acting techniques with emphasis on the presentation of scenes from contemporary plays.

D.  DRAM 1801 (revise title)
Current Title and Catalog Copy
1801. Introduction to Movement for the Actor I
(149) First semester. Three credits. Three 2-hour studio periods. Sabatine
Conditioning the body to increase strength, flexibility and sensitivity. Exploration of movement concepts in space, time and energy valuesóalso mind, body and environment relationships.
Revised Title and Catalog Copy
1801. Stage Movement I
(149) First Semester. Three credits. Six studio hours per week. Open only with consent of instructor.
Conditioning the body to increase strength, flexibility and sensitivity. Exploration of movement concepts in space, time and energy valuesóalso mind, body and environment relationships.

E.  DRAM 1802 (revise title)
Current Title and Catalog Copy
1802. Introduction to Movement for the Actor II
(150) Second semester. Three credits. Three 2-hour studio periods. Sabatine
Continuation of DRAM 1801. Emphasis on the organization of movement expression using essence theory of emotion, intentions, gestures and physical characterization through movement.
Revised Title and Catalog Copy
1802. Stage Movement II
(150) Second semester. Three credits. Six studio hours per week. Prerequisite: DRAM 1801. Open only with consent of instructor.
Developing physical awareness and continuing body conditioning for the stage. Analyzing the natural world and how it moves. Work may include beginning mask, mime and tumbling skills.

F.  DRAM 1901 (revise title, course description and instructional pattern)
Current Title and Catalog Copy
1901. Production of the Speaking Voice
(120) Either semester. Three credits. Stern
Study and practice in the development of an expressive, injury-free speaking voice capable of filling most performance spaces without amplification. Students concentrate on breathing technique, throat relaxation, resonance enhancement and the use of variety in pitch and speaking rate. The course also integrates these technical voice skills with the principles of the inner acting process.
Revised Title and Catalog Copy
1901. Voice and Speech I
(120) Second semester. Three credits. One and one-half lecture hours and two studio hours per week. Open only with consent of the instructor.
Study of the skills required to develop an expressive, injury-free voice and improved diction on and off the stage.

G. DRAM 2701 (Revise title and description)
Current Title and Catalog Copy
2701. Acting Technique I
(243) First semester. Three credits. Three 2-hour studio periods. Open only with consent of instructor.
Voices of naturalism and realism: the study and practice of techniques utilized in the performance of modern realists.
Revised Title and Catalog Copy
2701. Acting III
(243) First Semester. Three credits. Six studio hours per week. Prerequisite: DRAM 1702. Open only with consent of instructor.
The study and practice of techniques for realism and naturalism typically used in performing works by the modern realists.

H. MATH 2720W History of Mathematics (Change prerequisites)
Current Catalog Copy
2720W. (242W) History of Mathematics
Either semester, alternate years. Three credits.
Prerequisite: Either (i) MATH 2110 or 2130, and 2410, or (ii) 2144 or 2420; and ENGL 1010 or 1011 or 3800. This course may not be counted in any of the major groups described in the Mathematics Departmental listing. A historical study of the growth of the various fields of mathematics.
Revised Catalog Copy
2720W. (242W) History of Mathematics
Either semester, alternate years. Three credits.
Prerequisite: Either (i) MATH 2110 or 2130, and either 2210 or 2410, or (ii) MATH 2144 or 2420; and ENGL 1010 or 1011 or 3800. This course may not be counted in any of the major groups described in the Mathematics Departmental listing. A historical study of the growth of the various fields of mathematics.

I. NRE 2010 Natural Resources Measurements (change credits)
Current Catalog Copy
2010 Natural Resources Measurements
(242)(Formerly offered as NRME 2010.) First semester. Four Credits. Two class periods and two 2-hour laboratories. Field trips required.
Principles and instrumentation used in the measurement of environmental conditions and processes.
Revised Catalog Copy
2010 Natural Resources Measurements
(242)(Formerly offered as NRME 2010.) First semester. Three Credits. Two class periods and one 2-hour laboratory. Field trips required.
Principles and instrumentation used in the measurement of environmental conditions and processes.

IV. The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 1, Arts and Humanities

A. CLCS 2XXX Intercultural Competency for Global Perspectives

B. MAST 1200 Introduction to Maritime Culture

V. The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 4, Diversity and Multiculturalism -NON International

A. MUSI 100x Popular Music and Diversity in American Society

VI. The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 4, Diversity and Multiculturalism - International

A. CLCS 2XXX Intercultural Competency for Global Perspectives

VII. The Curricula and Courses Committee recommends approval of the following courses for inclusion in the Writing Competency

A. POLS 3214W Comparative Social Policy
Either semester. Three credits. Prerequisites: ENGL 1010 or 1011 or 3800; POLS 1202 or 1207 or consent of instructor. Open to sophomores or higher. Recommended preparation: coursework in economics and sociology.
Institutional structures of modern welfare states, including systems of social insurance, healthcare, and education. Assessment of leading political explanations for their growth and cross-national differences among them.

B. EKIN 3547W Service Learning through Sport and Physical Activity
Three credits. Prerequisites: ENGL 1010 or 1011 or 3800. Consent of instructor required, Open to Sport Management majors only. Bruening
Reading, written journals, class discussion, and significant time out of class for community involvement in Hartford. Transportation is available.

C. DIET 3231W Writing for Community Nutrition Research
Second semester. Two credits. Prerequisites: Students must earn a "C" or better in DIET 3150, 3155; ENGL 1010 or 1011 or 3800. Must be taken concurrently with DIET 3230. Open to Dietetics majors; others only by consent of Dietetics Program Director.
A writing intensive course that develops critical thinking skills through research and writing in community nutrition.

VIII. The Curricula and Courses Committee recommends removal of the following 3000 or 4000-level W courses from those satisfying Writing Competency requirements

A. MARN 4050W Geological Oceanography
Current Catalog Copy
4050W. Geological Oceanography
(275W) First semester. Three credits. Prerequisite: One year of laboratory science in CHEM, GSCI , MARN and/or PHYS or instructor consent; ENGL 1010 or 1011 or 3800. Torgersen
Basic concepts in geological oceanography, plate tectonics and the role of ocean floor dynamics in the control of the Earth and ocean system.

Revised Catalog Copy

4050. Geological Oceanography

(275) First semester. Three credits. Prerequisite: One year of laboratory science in CHEM, GSCI, MARN and/or PHYS or instructor consent. Torgersen

Basic concepts in geological oceanography, plate tectonics and the role of ocean floor dynamics in the control of the Earth and ocean system.

B.  DIET 3230W Applied Community Nutrition

Current Catalog Copy

DIET 3230W. Applied Community Nutrition

(213WC) Second semester. Three credits. Prerequisite: Student must earn a "C" or better in DIET 3150, 3155; ENGL 1010 or 1011 or 3800. Open only to Dietetics majors; others by consent of the Dietetics Program  Director. *Duffy*

Assessment of community structure, agencies, and resources. Plan, implement, and evaluate nutritional care and nutritional education in the community setting. Participation in computer laboratory experiences.

Revised Catalog Copy

DIET/NUSC 3230. Community Nutrition

Second semester. Three credits. Prerequisite: NUSC 2200. Open to Dietetic majors, NUSC majors, and AHS majors. Duffy & Chun

Role of community structure, agencies, and resources in community health relating to nutrition.

IX.  The Curricula and Courses Committee recommends approval of S/U grading for the following courses

A.  OSH/AH 4291 OSH Internship

Current Catalog Copy

OSH 4291. OSH Internship

(Also offered as AH 4291).

AH 4291. OSH Internship

(Also offered as OSH 4291).

Either semester. Three credits. Prerequisite: Completion of six OSH/AH courses or permission of faculty coordinator; open only to BGS and Allied Health Sciences majors; others with consent.

Application of the principles and concepts of hazard assessment and safety management to an actual workplace under the direct supervision of an approved onsite supervisor. A minimum of 120 hours to be spent at the workplace and completion of a written project report.

Revised Catalog Copy

OSH 4291. OSH Internship

(Also offered as AH 4291).

AH 4291. OSH Internship

(Also offered as OSH 4291).

Either semester or summer. Variable (1-6) credits. Hours by arrangement. Open only to CCS and Allied Health Sciences OSH concentration majors juniors and above with

consent of advisor and OSH program coordinator. May be repeated for credit with a maximum of 6 credits applied to the major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).
Application of the principles and concepts of hazard assessment and safety management to an actual workplace under the supervision of an approved onsite supervisor.

X.    The Curricula and Courses Committee recommends approval of the following change to competency requirements

A.  Add GEOG 3110 Location Analysis to the list of courses that satisfy the GEOG Computer Technology Competency exit requirement
Current Catalog Copy
The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3300, 3500Q, 3510, or 4500.
Revised Catalog Copy
The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3110, 3300, 3500Q, 3510, or 4500.

All course actions were presented as one motion.

**The motion carried.**

11. The Semi-Annual Report of the Building & Grounds and Capital Projects Planning Advisory Committee was presented by Barry Feldman and special guest, Cynthia van Zelm, Executive Director of the Mansfield Downtown Partnership.

Senator Feldman began by updating the Senate on issues and constraints facing the construction of the new "Storrs Downtown." Mixed used developments such as this are difficult in the best cases, but in the time since this project was proposed the economic climate has changed. The plan that was presented in 2004 and which was approved eight months ago by regulators is under review. The University and the Town of Mansfield recognize that their role in the building of this center should change. In the past the University and Town were in the role of cheerleaders, encouraging the developer to enlist lessees. But the market has changed considerably, and we can no longer be passive. The developer was having a tough time getting tenants. While there are letters of interest from some businesses, the signed leases are considerably lagging. There is proposed 200,000 square feet of retail space in the development with an emphasis on regional businesses rather than national ones. The world has changed and amount of space that can be built may change. Financing and tenancy may change and ultimately we are not sure as to what will happen on this site.

The plan is to progress in smaller pieces rather than building the Center all at once. The current thinking is that we cannot get financing now; some $200,000,000.00 is necessary. The amount of equity necessary to secure this development is at least 50% and no one now has the money to invest in a development like this. So we are looking at developing smaller bites, beginning with businesses that emphasize Dog Lane, with retail and restaurants on the first floor and housing above. The problem is financing and the developer has indicated that it would be helpful if the

University would consider participating in master leasing housing on the second floor of that complex, perhaps graduate housing, staff or faculty coming for limited appointments. The developer is currently planning125 units. Senator Feldman stated his belief that the developer will ask the University to master lease some portion of those 125 units. Presently, there are no signed leases for the retail spaces on the first floor. The question is price and the cost of what those leases might be. The developer has asked for $25 a square foot. That is a very high number and may not be practical. There is little use in proceeding with the housing without the retail piece.

Senator Feldman stated a number of factors have slowed progress but the Storrs Center project will move forward despite the enormous hurdles to final implementation. The present goal is the development of Dog Lane and the Town Square. Senator Feldman believes that if this development is to be built it will require more participation and financial commitment from the University. Senator Feldman stated that he will continue to keep the Senate apprised of progress on this project.

Senator Feldman reported improvements to Storrs Road to make it more pedestrian friendly are in design now. This aspect of the town project will be fully funded by state and federal money. Senator Feldman and Ms. van Zelm took questions from the Senate floor.

Vice President Feldman then presented the Semi Annual Report of the Building and Grounds Committee and the Capital Projects Planning Advisory Committee. There are presently 35 projects whose cost is greater than a half million dollars underway along with 45 under a half a million. There are 147 code compliance projects also underway.

12. Senator Segerson presented the annual report of the Faculty Standards Committee.
(Attachment #25)

13. Keith Barker presented the Annual Report of the Institute for Teaching and Learning.
(Attachment #26)

14. There was a motion to adjourn.

The motion was approved by a standing vote of the Senate.

The meeting adjourned at 5:54 PM.

Respectfully submitted,

Robert F. Miller
Professor of Music,
Secretary of the University Senate

The following members and alternates were absent from the December 14, 2009 meeting:

| | | |
|---|---|---|
| Accorsi, Michael | Hussain, Shaznene | Roe, Shirley |
| Anderson, Amy | Jain, Faquir | Rubio, Maria |
| Armando, Kayla | Jordan, Eric | Scianna, Adam |
| Basu, Ashis | Kerstetter, Jane | Sewall, Murphy |
| Baxter, Donald | Knecht, David | Singha, Suman |
| Bushmich, Sandra | Korbel, Donna | Skoog, Annelie |
| Callahan, Thomas | Laurencin, Cato | Spiggle, Susan |
| Choi, Mun | Letendre, Joan | Strausbaugh, Linda |
| D'Alleva, Anne | LoTurco, Joseph | Stewart, Neal |
| D' Amelio, Krista | Mannheim, Philip | Thompson, YooMi |
| Desai, Manisha | Makowsky, Veronica | Thorpe, Judith |
| Frank, Harry | Martel, David | Thorson, Robert |
| Franklin, Brinley | McCoy, Patricia | Trumbo, Stephen |
| Gary, Richard | Munroe, Donna | Ward, J. Evan |
| Haggerty, Thomas | O'Neill, Rachel | Woodward, Walter |
| Hoskin, Robert | Ogbar, Jeffrey | |

ATTACHMENT #19

## Report of the Senate Executive Committee
to the University Senate
December 14, 2009

The Senate Executive Committee has met twice since the November 9th meeting of the University Senate.

On December 4th the Senate Executive Committee met privately with Provost Nicholls.  Afterwards, the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities among standing committees.  The Scholastic Standards Committee is continuing its work on potential changes to the Academic Calendar.  They will be polling students on some potential changes, such as the length of the Thanksgiving break.  The W committee also is continuing its work.  It was supposed to present to the Senate in February but needs more time.

On December 11th the Senate Executive Committee met privately with President Hogan.  Afterwards, the SEC met with President Hogan, and Vice Presidents Richard Gray, Barry Feldman, Lee Melvin, and John Saddlemire.  There was discussion of the uncertainties in the future budgets for the University.  Regarding enrollment, the early action applications are quite high at 16,000.  The SEC also met with the Senate representatives to the Board of Trustees.  These representatives include Rajeev Bansal, Gary English, Karla Fox, Andrew Moiseff, William Stwalley, and Ernie Zirakzadeh.  We discussed potential changes to Article IX of the University Bylaws regarding the Senate.  Since some of the representatives are currently not Senate members, the SEC and BOT representatives agreed to meet once each semester for the purposes of coordination.

Respectfully submitted,
John C. Clausen
Chair, Senate Executive Committee
December 14, 2009

ATTACHMENT #20

**Enrollment Committee**
**2009 Annual Report to the Senate**
**December 14, 2009**

**Committee Charge**

This committee shall propose legislation within the jurisdiction of the Senate and make recommendations on all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population. The committee shall include two undergraduate students. It shall make an annual report at the December meeting of the Senate.

**Committee Members (2009-2010)** * Senate members

*Robert Hoskin, Chair, Lia Albini, Undergraduate Student, Seanice Austin, *Maureen Croteau, Eva Gorbants, Michael Howser, Senjie Lin, Christine McGrath, Undergraduate Student, Lee Melvin, representative from the Provost's Office, *Lisa Pane, *Linda Strausbaugh, *Robert Thorson, Susana Ulloa, Mary Yakimowski

**2009 Activities of the Enrollment Committee**

Since its last report, submitted December 8, 2008, the Senate Enrollment Committee has met five times. A summary of its activities includes the following:

**Admissions**

At the April 2009 meeting the committee discussed with Dolan Evanovich plans for recruitment and enrollment for the coming academic year in which he indicated that the expectation was to recruit a somewhat smaller class given the enrollment surge experienced in the Fall of 2008 and he expected that SAT scores would increase by about 5 points. Further they were hoping for a 20% diversity enrollment at Storrs and 400 students in the honors program. At the September 2009 meeting the committee met with Lee Melvin to follow up on the enrollment issues. The committee was pleased to find that the enrollments at the Storrs campus were in fact lower and back to the target limit set earlier by the university. Lee further report that there was a record size of the applicant pool and that SAT scores had, in fact, risen by 12 points exceeding expectation. Further minority enrollment was up to 21% exceeding the expectation and honors admissions were 402 which was slightly over the goal set back in April 2009. Enrollments at the regional campuses were essentially flat and transfer admissions to the Storrs campus were up significantly. While there had been some expectation of

increased enrollments at the regional campuses the economy seemed to have played a role as local community college enrollments had surged during this period of time likely due to the cost of attendance.

**International Students**

At the April 2009 meeting there was also a long discussion with Lee Melvin, Elizabeth Mahan and Bob Chudy about the admission and retention of undergraduate international students.  At that time the goal had been set to increase enrollments from the current 70 to 100-125 by 2010.  In the follow-up meeting in September Lee indicated that admission were 97 in the Fall of 2009.  Lee also indicated that this meeting that retention of international students was approximately 83% which is slightly lower than the rest of the student body.  The committee also followed up the discussion from April with an update from Elizabeth Mahan and Arthur Galinat from DISP regarding the experience of our undergraduate international students.  They were generally pleased with the progress that has been made in the last year or so regarding the admission and registration process for new international students.  They indicated that these students are now allowed to pre-register which means that they don't have to wait to get to campus before their register which helps to ensure that they can register for classes that they need.  They also indicated that there were some held admit spaced for international students this year and that in general they have seen a significant sense of cooperation across the various departments that deal with international students.  They did indicate some concern about the cultural issues of international students particularly those that seem to prevent international students from seeking help when needed.  This was particularly evident in the area of mental health as US privacy laws prevent staff from doing any kind of mediation of these issues.  As expected there was concern about the level of staffing to support the international students and they were adding a new position in the compliance area and are hoping to argue successfully for an additional staff person to specifically work on strategic plans for the co-curricular aspects of their support.

**Room Utilization**

At the March 2009 meeting the committee me with Jeff von Munkwitz-Smith, Registrar, Alexandria Roe, Director of Planning and Program Development, and James Bradley, Associate Vice President and Executive Director, both of Architectural and Engineering Services to discuss room utilization around campus, particularly in light of the enrollment surge experienced in the Fall of 2008.  The basic conclusions reached from the data provided by this group were that room utilization during the day hours was very close the upper limit and that this was driven in part by a large number of non-standard

patterns of start and end times for classes. Further that the surge in enrollment and budget cuts were motivating departments to offer fewer but larger sections of classes which put pressure on the "station occupancy" rates discussed by the experts. The Registrar indicated that should this persist that restrictions may have to be placed on non-standard class times. There was also some discussion about the status of building projects, particularly of classrooms related to the replacement of Arjona-Monteith. The indication was that the larger classroom facility planned for the replacement of Arjona-Monteith would be done first given the economic situation at the state.

**Joint BS/MS Programs**

The committee listened to a presentation by Linda Strausbaugh about the Professional Master's degree in Applied Genomics that she directs as a part of a discussion of the use of integrated BS/MS degree programs. The discussion was to explore the notion that such integrated BS/MS degree programs might be very helpful in attracting and retaining the best and the brightest students at UConn. Linda presented examples of other universities that have implemented many new applied/integrated masters programs that don't necessarily lead to a PhD. She specifically discussed information from The University of Chicago, Florida State University, George Washington University and SUNY Stony Brook. Florida State and George Washington (GW) appear to have a large number of combined/integrated, bachelors/masters program and the interesting thing is that they cover a broad spectrum of academic area outside of the traditional areas such as engineering or business that have historically had such program. The list at GW, for instance, includes programs in American Studies, Anthropology, Biology, Economics, English, Fine Arts, Journalism, Political Science and Women's Studies to mention just a few. One characteristic of these integrated programs is that they all seem to provide high performing students with an opportunity to complete both degrees in a shorter time span.

A point was made that a masters degree has become the preferred degree for many professional job opportunities in recent years and these kinds of programs are very helpful in attracting students who want to pursue these kinds of career opportunities. These types of masters degrees have not been as prevalent in the past in many fields as the masters degree was often a stepping stone to a PhD degree or as a degree awarded to those who failed to complete a PhD program successfully.

There are, of course, impediments to creating these types of degrees. One is the mindset of faculty who view the masters degree in their fields as the more traditional step towards a PhD. A second is the preclusion that UConn, along with many other universities, has to counting graduate coursework for both undergraduate degree awards as well as the related masters. There are examples of jointly counting

academic credit towards two degrees but this is primarily at the masters level where there are joint programs such as the MBA/JD joint program. Undergraduates at UConn can apply graduate courses (up to 6 credits) taken as undergraduates towards a masters degree but these courses cannot be listed in their plan of study as an undergraduate and therefore must be in excess of the 120 credit requirements. Another impediment discussed is that of revenue sharing. Often the masters programs have been created to "pay" their own way and therefore the tuition or fees they receive from students must be sufficient to cover the costs of the program. The students in these programs are often paying their own way and they have not had the type of tuition support such as teaching assistantships that one would expect in most traditional masters/PhD programs. In addition, many of the professional masters programs that we discussed are cross-disciplinary and thus cut across traditional academic and budgetary units. So, to illustrate the revenue sharing dilemma, if a student as an undergraduate is allowed to sit in on a graduate level course in one of these types of programs the program itself receives no tuition or fee revenue from this student as they have already paid full tuition as an undergraduate which typically would end up in the undergraduate tuition accounts of the university. That student would also then be taking a seat that might be occupied by a paying student at the graduate level. This impediment could go away if there were some kind of revenue sharing mechanism at the university for these types of situations.

After discussing the issue the committee felt that such programs haven't received much attention at UConn and that there ought to be a forum for discussing the possibility of implementing these types of program and to address the impediments that exist at UConn that may prevent these programs from being implemented in an efficient and thoughtful way.

Respectfully Submitted,

Rob Hoskin, Chair (2009-2010)

ATTACHMENT #21

**Nominating Committee Report**
**to the University Senate**
December 14, 2009

1.  We move to appoint Murphy Sewall to a three-year term as Chair of the General Education Oversight Committee (GEOC) effective August 24, 2010 through August 23, 2013.

2.  We move to appoint Francine DeFranco to the Diversity Committee as representative of the Scholastic Standards Committee effective immediately with a term ending June 30, 2010.

3.  We move the following undergraduate student additions to the named committees effective immediately with the term ending June 30, 2010:

    Alexandra Albini to the Faculty Standards Committee
    Lia Albini to the Enrollment Committee
    Connor Bergen to the Student Welfare Committee
    Kathryn Cannon to the Growth & Development Committee
    Lori Gupta to the General Education Oversight Committee
    Christine McGrath to the Enrollment Committee

                            Respectfully submitted,

                            Jeffrey von Munkwitz-Smith, Chair
                            Marie Cantino
                            Karla Fox
                            Debra Kendall
                            Andrew Moiseff
                            Susan Spiggle

ATTACHMENT #22

**Scholastic Standards Committee Report to the University Senate**
**December 14, 2009**

**In 2001 the Senate updated its bylaws on Scholastic Probation and Dismissal to address limitations to the newly instituted PeopleSoft registration and records-keeping system. Over time several programmatic and procedural changes have been instituted. These changes include the following:**

- The Vice Provost for Undergraduate Education and Instruction delegates the task of university dismissals to designees from the school's and college's deans' offices. Decisions regarding ACES students at the Storrs campus are made by the Assistant Vice Provost. At the regional campuses decisions are made by the Directors of Student Services.
- The position of Dean of Extended and Continuing Education has been replaced with the position of Director of the Center for Continuing Studies.
- The Director of the Center for Continuing Studies did away with the practice of informing the deans of student's previous school or college about decisions made regarding non-degree course registration.
- Dismissed students apply for readmission to the university through an office designated by the Vice President of Student Affairs; in this case, the Office of Student Services and Advocacy at the Storrs campus. At the regional campuses they apply to the Director of Student Services of the campus to which they seek readmission.

**Highlighted below are the changes that the Senate Scholastics Standards committee recommends so as to bring the dismissal and readmission policies in line with procedures.**

II.E.15: *Scholastic Probation and Dismissal*

Scholastic probation and dismissal from the University for scholastic reasons shall be administered by the Vice Provost for Undergraduate Education and Instruction, at the recommendation of the schools and colleges or regional campuses, and in accordance with the regulations that follow:

Scholastic probation is an identification of students whose scholastic performance is below University standards. The student and the student's counselor are informed that a marked academic improvement in future semesters is necessary to obtain the minimum scholastic standards.

Students are on scholastic probation for the next semester in which they are enrolled if their academic performance is such that they are included in any of the following conditions:

a.  Students who have earned 0-11 credits (considered to be $1^{st}$ semester standing) and who have earned less than a 1.8 semester grade point average.

b.  Students who have earned 12-23 credits (considered to be $2^{nd}$ semester standing) and who have earned less than a 1.8 semester grade point average.

c. Students who have earned 24 credits or more (considered to be 3rd semester or higher) and who have earned less than a 2.0 semester grade point average or cumulative grade point average.

d. Any student placed on academic probation because of a cumulative grade point average less than 2.0 shall be removed from probation when the cumulative grade point average reaches 2.0 or above.

The end of the semester is defined as the day when semester grades must be submitted to the Registrar. This must occur no later than seventy-two hours after the final examination period ends.

Incomplete and Absent grades (I, X, and N) do not represent earned credit. A student placed on probation with unresolved grades will be relieved of probation status if satisfactory completion of the work places his or her academic performance above the probation standards.

Warning letters will be sent to students in good standing who have completed their first or second semester with less than a 2.0 semester grade point average.

A student who fails to meet these minimum scholastic standards for two consecutively registered semesters is subject to dismissal. However, no student with at least a 2.3 semester grade point average after completing all courses for which he or she is registered at the end of a semester shall be subject to dismissal; the student will be continued on scholastic probation if such status is warranted.

Students who are subject to dismissal but who, for extraordinary reasons, are permitted to continue may be subjected by the Vice Provost for Undergraduate Education and Instruction to other conditions for their continuance.

When a student is dismissed from the University for scholastic reasons only, any certificate or transcript issued must contain the statement "Dismissed for scholastic deficiency but otherwise entitled to honorable dismissal."

Dismissal involves non-residence on the University campus and loss of status as a candidate for a degree effective immediately upon dismissal.

A student who has been dismissed from the University for academic reasons may not register for courses at the University as a non-degree student without the approval of the ~~Dean of Extended and Continuing Education~~ Director of the Center for Continuing Studies~~, who will inform the dean of the student's previous school or college about the decision made~~.

Students who have been dismissed may, during a later semester, request an evaluation for readmission to the University. ~~by applying to the dean of the school or college into which entry is sought.~~ Students wishing to apply for readmission to the Storrs campus apply to the Vice President for Student Affairs or his/her designee. Students wishing to apply for readmission to a regional

Scholastics Standards Committee recommendations for Senate By-law changes, 12/4/09

==campus apply to the regional campus Director for Student Services.== Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. In their first regular semester after readmission, dismissed students will be on scholastic probation and may be subjected by the Vice Provost for Undergraduate Education and Instruction to other conditions for their continuance. Students who have left the University for a reason other than academic dismissal are readmitted under the same scholastic standing status as achieved at the time of their separation from the University.

ATTACHMENT #23

## Curricula & Courses
## Report to the University Senate
## December 14, 2009

**GEOC Report to Senate C&CC**
**September 21, 2009\***
\* revisions to this report were made 10/5/2009

**Renumbering Update to General Education Guidelines and University Senate Bylaws**

**A. Motion to update the General Education portion of the existing University Senate Bylaws to conform to the 4-digit renumbering scheme implemented in May 2008 and to correct subject area language representing existing practice already effectively approved by the Senate December 10, 2007.**

Proposed changes are noted in *red italicized* font with a ~~strike~~ through the current wording.

II. Rules and Regulations

"2.     *General Education Requirements*

(snip)

General Education Requirements are described in terms of four content areas and five competencies.

a.     *Content Areas*

Students will be required to take six credits in Content Area One - Arts and Humanities; six credits in Content Area Two - Social Sciences; six to seven credits in Content Area Three - Science and Technology; and six credits in Content Area Four - Diversity and Multiculturalism.

The courses ~~in~~ *fulfilling the* Content Areas One, Two, and Three *requirements* must be ~~taken in~~ *drawn from at least* six different ~~academic units~~ *subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these content areas must be from two different subjects*.  Content Area courses may be counted toward the major.

Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Content Area One, one-credit performance courses may be included.  Students may use no more than three credits of such courses to meet the requirement.

In Content Area Three, one of the courses must be a laboratory course of four or more credits.  However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.

In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

One, and only one, Content Area Four course may also serve as a Content Area One, Two, or Three requirement.

For Content Areas One, Two and Three, there will be no multiple designations.  An individual course will be approved for inclusion in only one of these Content Areas.

Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

General Education courses, whenever possible, should include elements of diversity.

b.    *Competencies*

The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas - computer technology, writing, quantitative skills, second language proficiency, and information literacy. The development of these competencies rests on establishing clear expectations for students both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.

The structure of each competency involves two parts:  one establishing entry-level expectations and the second establishing graduation expectations.  The entry-level expectations apply to all incoming students.

c.    *Principles for the General Education Curriculum*

The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses.

 In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses.  Courses in Content Area Four may also have prerequisites outside of General Education courses.

Each department or School and College may propose courses for any of the four Content Areas.  All courses approved for the General Education Requirements must be valid for all Schools and Colleges of the University of Connecticut in meeting the University General Education Requirements.  This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.

General Education courses should be delivered by faculty members.  Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.

All courses offered for General Education credit must be approved by the General Education Oversight Committee (see II.C.2.d).

No academic unit may set enrollment bars or priorities for their own students for any General Education course, with the following exceptions:

> An academic unit may reserve any percentage of seats for its own students in a ~~200~~ *2000+*level W course that is not also approved for a content area.

> An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a ~~200~~ *2000+*level course approved for Content Area 4 (Diversity and Multiculturalism) as long as it is not also approved for any other content area.

While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for ~~100~~ *1000*-level courses.  This in no way should inhibit departments from requiring writing in their Q offerings or quantitative analysis in their W courses.  Multiple competency designations, where a single course fulfills both Q and W requirements, are limited to ~~200~~ *2000+*level courses.

2

University of Connecticut students seeking an Additional Degree or a Double Major are required to complete the degrees for both degrees/majors. Students will also be required to meet the advanced competency expectations in Computer Technology, Information Literacy and Writing for each degree/major. If an individual course is approved to fill a competency requirement for both degrees/majors, successful completion of that course will meet that requirement for both degrees/majors.

All students entering the University of Connecticut or changing school or college within the University beginning with the Fall semester 2005 are expected to meet these General Education Requirements. Bearing in mind the principles outlined in this document, the Dean of the admitting School or College may make substitutions to the requirements for students who entered higher education prior to Fall 2005 and on a continuing basis for other students. Each Dean will submit an annual report summarizing this activity to GEOC by the end of the Spring semester each year.

Undergraduate students with Bachelor's degrees from regionally accredited institutions are exempt from the General Education Requirements.

d.    *Oversight and Implementation*

The curriculum in degree programs remains vibrant and alive because faculty members constantly attend to it. They debate what is essential and what is optional to a degree program; they assess how the character of individual courses contributes to the whole; and they consider whether courses are properly sequenced relative to one another. If a general education curriculum is to avoid almost instant ossification, it requires a similar level of faculty involvement and on-going attention.

General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and a graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee, whose chair will serve as a non-voting member of GEOC. Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors or Associate Directors are GEOC subcommittee chairs, and are members of the University faculty, they shall retain voting rights in the GEOC. The GEOC will monitor the General Education curriculum. This Committee will work in association with the Office of Undergraduate Education and Instruction. Financial support for the activity of the GEOC will come from the Office of the Provost.

The GEOC will be charged with:

- setting the criteria for approving all course proposals for the Content and Competency Areas;
- setting the criteria for entrance and exit requirements for the Competency Areas;
- developing policy regarding the delivery of the University-wide General Education program;
- reviewing and approving courses proposed for inclusion in the General Education Requirements;
- determining the resources necessary to deliver the General Education Curriculum;
- monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and
- reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

The membership of the GEOC shall be representative of the Faculty of all of the Schools and Colleges and members shall be appointed following current Senate Nominating Committee practice. While the members and chair shall be proposed by the Nominating Committee and approved by the Senate, the process of consultation shall include the Vice Provost for Undergraduate Education. Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator.

Terms of appointment to the GEOC shall be two years, except in the case of the student member where a one-year term is appropriate. In addition, one half of the first group of GEOC members shall be appointed for one year to

ensure some overlap in membership from year to year. Normally, no member shall serve more than two consecutive terms of two years each without leaving the committee for at least two years. The chair shall serve one three-year term and shall not be re-appointed.

The chair of the GEOC shall be responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum. Because of the unusually demanding nature of this position, the chair will be given 50% release time and be provided with administrative support.

Faculty members involved in General Education have different pedagogical challenges from those facing instructors in major or graduate courses. These faculty members should be brought together on a regular basis to collaborate on issues concerning the delivery of these courses. This can be accomplished by the chair of the GEOC, who will organize their regular meetings. These meetings will provide the kind of on-going discussion necessary to keep this part of the curriculum vibrant and vital.

The GEOC shall establish and appoint members to four Content Area subcommittees. Each subcommittee will establish the criteria for all courses to be approved for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

The GEOC shall establish and appoint members to five Competency subcommittees. Each subcommittee will establish and continue to review entrance and exit expectations for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

Once the criteria or any changes to the criteria for each of the Content Areas and Competencies are developed and accepted by the GEOC, they must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

Courses proposed for General Education, once they have been approved by the GEOC, will be submitted to the Senate Curricula and Courses Committee for formal approval and submission to the Senate.

The Senate Budget Committee is charged with determining:

- if sufficient seats and resources exist to handle the undergraduate enrollment;
- if academic resources, particularly TA's to assist in W courses, are available to meet enrollment demands; and
- if the Learning Center has been adequately funded to support the General Education Requirements."

**B. GEOC recommends approval of the following revisions to the General Education Guidelines: update 3-digit course references to the 4-digit renumbering scheme; change "University Quantitative Center" references in the General Education Guidelines to the "University Quantitative Learning Center"; and, correct subject area language representing existing practice already effectively approved by the Senate December 10, 2007.**

Proposed changes are noted in *red italicized* font with a ~~strike~~ through the current wording.

### UNIVERSITY OF CONNECTICUT GENERAL EDUCATION GUIDELINES
**As approved by the University Senate on May 12, 2003**\*
\*including motions passed by the Senate on 11/10/03, 12/8/03, 4/5/05, 2/13/06, 12/11/06, 12/10/07, 12/8/08, and 2/2/09.

**Goals of General Education:**
(Based on the Ad Hoc Committee on General Education of 1985, the Task Force on General Education Report of 2000, and the Senate Curricula and Courses Committee Report of May 2001.)

The purpose of general education is 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. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

The following four principles should support any effort in general education:

**Universality**. All students at the University of Connecticut should have the same University General Education Requirements irrespective of their major, School or College. Schools and Colleges may not restrict the courses that students are allowed to use in fulfilling the University General Education requirements.

**Accessibility**. All students at the University of Connecticut should have timely access to General Education courses and support services.

**Transferability**. Students must be able to transfer from one School or College to another without having to repeat General Education Requirements. A procedure should be established for the smooth transition of students who transfer into the University from other institutions.

**Faculty Participation**. General Education courses should be taught by faculty; resources should be allocated to promote this practice.

Guidelines for General Education are presented in three parts:

A. The General Education Requirements:

1. Content Areas
2. Competencies
3. Principles

B. Oversight and Implementation

C. Criteria for Specific Content Areas and Competencies

**PART A: The General Education Requirements**

**PART A.1. Content Areas**

**There are four content Areas:**

Group One - Arts and Humanities. Six credits.
Group Two - Social Sciences. Six credits.
Group Three - Science and Technology. Six to seven credits.
Group Four - Diversity and Multiculturalism. Six credits.

**Content Area Operating Principles:**

a. The courses ~~in~~ *fulfilling the* Content Areas One, Two, and Three *requirements* must be ~~taken in~~ *drawn from at least* six different ~~academic units~~ *subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these content areas must be from two different subjects*.  Content Area courses may be counted toward the major.

b. Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Group One, one-credit performance courses may be included. Students may use no more than three credits of such courses to meet the requirement.

c. In Group Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.

d. In Group Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

e. One, and only one, Group Four course may also serve as a Group One, Group Two, or Group Three requirement.

f. For Groups One, Two and Three, there will be no multiple designations. An individual course will be approved for inclusion in only one of these Groups.

g. Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

h. General Education courses, whenever possible, should include elements of diversity.

## PART A.2. Competencies

The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas - computer technology, writing, quantitative skills, second language proficiency, and information literacy. The development of these competencies rests on establishing clear expectations for students both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.

The structure of each competency involves two parts: one establishing entry-level expectations and the second establishing graduation expectations. The entry-level expectations apply to all incoming students. The entry and exit expectations for these five competencies are delineated in Part C of this document.

It is unreasonable to place the institutional responsibility for developing these competencies solely on individual courses. Therefore, a plan has been developed to enrich the instructional environment through the development of a Learning Center, a place where students can come for asynchronous learning supported by tutors, advisors, teaching assistants, peer preceptors and faculty, as well as through the use of technology. Faculty members should begin undergraduate classes with a summary of the competencies and proficiencies that a student will need to bring to the subject matter. Students can avail themselves of the services within the Learning Center to bring their skill levels up to faculty expectations.

## PART A.3. Principles for the General Education Curriculum

The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses.

There must be a significant commitment to several principles:

1. Course Accessibility.

In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses. Courses in Group Four may also have prerequisites outside of General Education courses.

2. Universality.

Each department or School and College may propose courses for any of the four Content Areas. All courses approved for the General Education Requirements must be valid for all Schools and Colleges of the University of Connecticut in meeting the University General Education Requirements. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.

3. Other Operating Principles:

a. General education courses should be delivered by faculty members. Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.

b. All courses offered for General Education credit must be approved by the GEOC. There will be no rollover of existing course offerings. Procedures for course approval are listed in Part B.

c. No School or College may set enrollment bars or priorities for their own students for any General Education course.

(1). An academic unit may reserve any percentage of seats for its own students in a ~~200~~ *2000+*level W course that is not also approved for a content area.

(2). An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a ~~200~~ *2000+*level course approved for Group IV (Diversity and Multiculturalism) as long as it is not also approved for any other content area.

d. While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for ~~100~~ *1000*-level courses. This in no way should inhibit departments from requiring writing in their Q offerings or quantitative analysis in their W courses. Multiple competency designations, where a single course fulfills both Q and W requirements, are limited to ~~200~~ *2000+*level courses.

e. University of Connecticut Students seeking an Additional Degree or a Double major are required to complete the requirements for both degrees/majors. Students will also be required to meet the advanced competency expectations in Computer Technology, Information Literacy and Writing for each degree/major. If an individual course is approved to fill a competency requirement for both degrees/majors, successful completion of that course will meet the requirement for both degrees/majors.

f. All students entering the University or changing school or college within the University beginning with the Fall semester 2005 are expected to meet these General Education Requirements. Bearing in mind the principles outlined in this document, the Dean of the admitting School or College may make substitutions to the requirements for students who entered higher education prior to Fall 2005 and on a continuing basis for other students. Each Dean will submit an annual report summarizing this activity to GEOC by the end of the Spring semester each year.

g. Undergraduate students with Bachelor's degrees from regionally accredited institutions are exempt from the General Education Requirements.

h. Graduates of community college degree programs who completed requirements under approved General Education articulation agreements with the University will have satisfied all General Education Requirements.

**PART B: Oversight and Implementation**

The curriculum in degree programs remains vibrant and alive because faculty members constantly attend to it. They debate what is essential and what is optional to a degree program; they assess how the character of individual courses contributes to the whole; and they consider whether courses are properly sequenced relative to one another. If a general education curriculum is to avoid almost instant ossification, it requires a similar level of faculty involvement and on-going attention. Given the responsibilities of the Senate Curricula and Courses Committee, it is unreasonable to expect this body to be directly responsible for General Education other than at the policy level that is its charge.

General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee whose chair will serve as a non-voting member of GEOC. Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors of

Associate Directors are GEOC subcommittee chairs, they shall retain voting rights in the GEOC. The GEOC will monitor the General Education curriculum. The creation of a Senate-appointed committee recognizes the policy control of the Senate in matters relating to undergraduate education. This Committee will work in association with the Office of Undergraduate Education and Instruction because this office has University-wide responsibility for the health of undergraduate education and the fiscal resources to address emerging issues. Financial support for the activity of the GEOC will come from the Office of the Provost.

**The GEOC will be charged with:**

- setting the criteria for approving all course proposals for the Content and Competency Areas;
- setting the criteria for entrance and exit requirements for the Competency Areas;
- developing policy regarding the delivery of the University-wide General Education program;
- reviewing and approving courses proposed for inclusion in the General Education Requirements;
- determining the resources necessary to deliver the new General Education Requirements (number of seats per Content Area per year, etc.);
- monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and
- reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

The membership of the GEOC shall be representative of the Faculty of all of the Schools and Colleges and members shall be appointed following current Senate Nominating Committee practice. While the members and chair shall be proposed by the Nominating Committee and approved by the Senate, the process of consultation shall include the Vice Chancellor for Academic Administration. Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator.

Terms of appointment to the GEOC shall be two years, except in the case of the student member where a one-year term is appropriate. In addition, one half of the first group of GEOC members shall be appointed for one year to ensure some overlap in membership from year to year. Normally, no member shall serve more than two consecutive terms of two years each without leaving the committee for at least two years. The chair shall serve one three-year term and shall not be re-appointed.

The chair of the GEOC shall be responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum. Because of the unusually demanding nature of this position, the chair will be given 50% release time and be provided with administrative support.

Faculty members involved in General Education have different pedagogical challenges from those facing instructors in major or graduate courses. These faculty members should be brought together on a regular basis to collaborate on issues concerning the delivery of these courses. This can be accomplished by the chair of the GEOC, who will organize their regular meetings. These meetings will provide the kind of on-going discussion necessary to keep this part of the curriculum vibrant and vital.

**Implementation:**

1. The GEOC shall establish and appoint members to four Content Area subcommittees. Each subcommittee will establish the criteria for all courses to be approved for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

2. The GEOC shall establish and appoint members to five Competency subcommittees. Each subcommittee will establish and continue to review entrance and exit expectations for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

3. Once the criteria for each of the Content Areas are developed and accepted by the GEOC, they must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

4. Any new or revised University-wide criteria for the Competency Areas that are accepted by the GEOC must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

5 Once criteria for the Content and Competency Areas are approved by the Senate, courses may be submitted to the GEOC for approval.

6. Courses newly proposed for General Education, once they have been approved by the GEOC, will be submitted to the Senate Curricula and Courses Committee for formal approval and submission to the Senate. Courses that had been included in the previous General Education listing, once they have been approved by the GEOC, will be submitted directly to the Senate for final approval.

7. After no more than one year of course submissions and approvals, the GEOC will submit the entire menu to the University Senate for final approval.

8. In parallel, there will be an evaluation made by the Budget Committee of the Senate to determine:
a. if sufficient seats and resources exist to handle the undergraduate enrollment;
b. if academic resources, particularly TA's to assist in W courses, are available to meet enrollment demands; and
c. if the Learning Center has been adequately funded to support the General Education Requirements.

Once these conditions are met, the new General Education Requirements will be introduced to incoming freshmen the following Fall Semester, or as soon as deemed possible for the purposes of publication and scheduling.

## PART C: Criteria for Specific Content Areas and Competencies

Specific criteria for the four Content Areas and five Competencies were developed by the General Education Oversight Committee (GEOC) through nine Subcommittees that were formed to oversee these areas. The formation and functions of these Subcommittees were mandated by the General Education Guidelines, which were passed by the University Senate on May 6, 2002. The four Content Area Subcommittees and the Q and W Competency Subcommittees are responsible for reviewing and recommending to the Senate Curricula and Courses Committee courses proposed for inclusion in the General Education roster of courses. They are also responsible for monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the University Senate. For the remaining three Competency Areas, the Subcommittees will review the entrance and/or exit expectations in these areas and the means whereby the expectations are to be met.

As stated at the beginning of this document, the purpose of general education is to ensure that all University of Connecticut undergraduate students

1. become articulate,
2. acquire intellectual breadth and versatility,
3. acquire critical judgment,
4. acquire moral sensitivity,
5. acquire awareness of their era and society,
6. acquire consciousness of the diversity of human culture and experience, and
7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge.

In order for any course to be included in Content Area Groups One, Two, Three or Four, it should be oriented toward these overarching goals. In addition, specific criteria for the four Content Areas and five Competency Areas are given below.

## Group One - Arts and Humanities

### Definition of Arts and Humanities for General Education:

Arts and Humanities courses should provide a broad vision of artistic and humanist themes. These courses should enable students themselves to study and understand the artistic, cultural and historical processes of humanity. They should

encourage students to explore their own traditions and their places within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human languages and cultures.

The broadly based category of Arts and Humanities includes courses in many different aspects of human endeavor. In areas of exploration traditionally included within "the Arts and Literature," students should explore modes of aesthetic human expression that develop within cultures and are delivered through (a) visual arts (painting, sculpture, architecture, etc.), (b) dramatic performances (live theatre, video and film performances, dance, etc.), (c) musical composition and performance, and/or (d) writing in various literary forms. In areas of exploration traditionally included within "the Humanities," students should explore areas of knowledge and analysis relating to human history, philosophy, or culture.

The primary modes of exploration and inquiry within the Arts and Humanities are historical, critical, and aesthetic. The subject matter of courses in Group One should be approached and analyzed by the instructor from such artistic or humanistic perspectives.

**Criteria:**

Courses appropriate to this category must, through historical, critical and/or aesthetic modes of inquiry, introduce students to and engage them in at least one of the following:

1. Investigations and historical/critical analyses of human experience;

2. Inquiries into philosophical and/or political theory;

3. Investigations into the modes of symbolic representation;

4. Comprehension and appreciation of written, graphic and/or performance art forms;

5. Creation or "re-creation" of artistic works culminating in individual or group publication, production or performance. Three-credit courses in this category must be supplemented by written or oral analysis/criticism.

**Group Two - Social Sciences**

**Definition of Social Sciences for General Education:**

The social sciences examine how individuals, groups, institutions, and societies behave and influence one another and the natural environment. Courses in this group enable students to analyze and understand interactions of the numerous social factors that influence behavior at the individual, cultural, societal, national, or international level. They use the methods and theories of social science inquiry to develop critical thought about current social issues and problems.

**Criteria:**

Courses appropriate to this category must meet all of the following criteria:

1. Introduce students to theories and concepts of the social sciences.

2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face.

3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment.

4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or

international level. Social issues that might be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction.

**Group Three - Science and Technology**

**Definition of Science and Technology for General Education:**

These courses acquaint students with scientific thought, observation, experimentation, and formal hypothesis testing, and enable students to consider the impact that developments in science and technology have on the nature and quality of life. Knowledge of the basic vocabulary of science and technology is a prerequisite for informed assessments of the physical universe and of technological developments.

**Criteria:**

Courses appropriate to this category should:

1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods;

2. Promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge;

3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions; and

4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society.

Laboratory courses in this category must teach fundamental principles of the biological and/or physical sciences through hands-on participation.

**Group Four - Diversity and Multiculturalism**

**Definition of Diversity and Multiculturalism for General Education:**

In this interconnected global community, individuals of any profession need to be able to understand, appreciate, and function in cultures other than their own. Diversity and multiculturalism in the university curriculum contribute to this essential aspect of education by bringing to the fore the historical truths about different cultural perspectives, especially those of groups that traditionally have been under-represented. These groups might be characterized by such features as race, ethnicity, gender, sexual identities, political systems, or religious traditions, or by persons with disabilities. By studying the ideas, history, values, and creative expressions of diverse groups, students gain appreciation for differences as well as commonalities among people.

Subject matter alone cannot define multicultural education. A key element is to examine the subject from the perspective of the group that generates the culture. The inquiry needs to be structured by the concepts, ideas, beliefs, and/or values of the culture under study. A variety of approaches can be used, including comparative or interdisciplinary methodologies. Regardless of the approach, courses should view the studied group(s) as authors and agents in the making of history.

**Criteria:**

Courses may be contemporary or historical in focus; they may be broadly based or highly specialized; they may be at an introductory or advanced level. Courses must contribute to advancing multicultural and/or diverse perspectives and also highlight the perspective of the group(s) under study.

Courses appropriate to this category must meet at least one of the following criteria:

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1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity;

2. Emphasize that interpretive systems and/or social structures are cultural creations;

3. Consider the similarities that may exist among diverse groups;

4. Develop an understanding of and sensitivity to issues involving human rights and migration;

5. Develop an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items.

At least one course selected by each student must provide an international perspective and/or comparative study of the history of culture(s) over time and place. Courses meeting the international requirement must focus on a group(s) outside of the United States or on cultural continuities and transformations.

**Computer Technology Competency**

**Definition of Computer Technology Competency:**

The computer technology entry expectations are designed to ensure that all incoming students will have sufficient skills and knowledge in the use of computers and associated computer technology to begin university study. Computer technology relates to both the hardware and software used in performing common computing tasks. The following standards identify essential skills for students' appropriate and responsible use of existing and emerging technology tools for communication, productivity, management, research, problem solving and decision making. Incoming students should take an online assessment of their knowledge of and competency in the eight computer skill areas listed below. Students meeting these entrance expectations will be better prepared to perform various computing tasks essential for a successful undergraduate experience. It is expected that incoming students who do not meet the minimum competency level in any of the eight computer skill areas will do so by the end of their freshman year. These skills may be developed in a variety of ways, for example through workshops and self-paced learning modules provided by the University.

**Entry Expectations:**

Students should demonstrate a basic understanding of and competency in computer technology in the following eight areas:

1. Computer Operation Basics;
2. Word Processing;
3. Presentation Software;
4. Spreadsheets;
5. Databases;
6. Graphics and Multimedia;
7. Internet - Web Basics;
8. Electronic Communications.

**Exit Expectations:**

Each major will establish expectations for the computer technology competencies of its graduates and will build the development of these into the major curriculum. These departmental requirements must be approved at the College or School level, in the same way that new ~~200~~ *2000+*level courses are approved.

**Information Literacy Competency**

**Definition of Information Literacy Competency:**

Information literacy involves a general understanding of and competency in three integrally related processes:

- Information development and structure - an understanding of how information is created, disseminated and organized;
- Information access - an understanding of information communication processes and a facility with the tools required to tap into these processes;
- Information evaluation and integration - an ability to evaluate, synthesize and incorporate information into written, oral, or media presentations.

**Entrance Expectations:**

None

**Exit Expectations:**

Students should be able to meet the following expectations abstracted from the Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries. [Association of College and Research Libraries. (2003). Information literacy competency standards for higher education. Retrieved February 25, 2003. See also Standards Toolkit]

1. Define and articulate information needs.

2. Compare and contrast information resources across a variety of formats (e.g., journal, book, website, database).

3. Identify and use primary sources of information.

4. Describe the procedures for using sources of information in the major field of study.

5. Select effective approaches for accessing information.

6. Implement an efficient and effective search strategy.

7. Develop expertise working with a variety of information sources.

8. Evaluate information for consistency, accuracy, credibility, objectivity, innovation, timeliness, and cultural sensitivity.

9. Synthesize main ideas to construct new concepts.

10. Ethically and legally acknowledge information sources, following discipline guidelines.

11. Incorporate the information in the planning and creation of a product or performance.

12. Use a variety of information technology applications to effectively communicate project outcomes.

These skills will first be developed at a basic level with incoming students and then in a more advanced, discipline-specific manner within the majors. Basic information literacy will be taught to all freshmen as an integral part of ENGL 110/111 *1010/1011*, in collaboration with the staff of the University Libraries. Each major program will consider the information literacy competencies required of its graduates and build those expectations into the upper-level research and writing requirements in the major. These departmental requirements must be approved at the College or School level, in the same way that new 200 *2000+* level courses are approved. The subject area specialists at the University Libraries will provide support.

**Learning Modules:**

The University Libraries will create a series of interactive learning modules that will equip students with the information competencies that they need to succeed at the University of Connecticut. These modules will be integrated into the orientation program, the First Year Experience program and/or the first year composition courses. They will also be

available for asynchronous learning at any time in the University Libraries or the Learning Center, and at the regional campuses.

**Quantitative (Q) Competency**

**Definition of a Q course:**

Q courses require the knowledge and use of mathematics and/or statistics at or above the basic algebra level as an integral part of the course. These courses might include comprehensive analysis and interpretation of data. The mathematical and/or statistical methods and skills required are those specific to the particular course and discipline.

**Criteria:**

Courses appropriate for a Q designation should have the following attributes:

1. Mathematics and/or statistics at or above the basic algebra level must be an integral part and used throughout the course;

2. Courses must include use of basic algebraic concepts such as: formulas and functions, linear and quadratic equations and their graphs, systems of equations, polynomials, fractional expressions, exponents, powers and roots, problem solving and word problems. Formal abstract structures used in symbolic logic and other algebraic analyses are acceptable;

3. Courses should require the student to understand and carry out actual mathematical and/or statistical manipulations, and relate them to whatever data might be provided in order to draw conclusions. Merely feeding numerical data into a program on a computer or a calculator to obtain a numerical result does not satisfy this requirement. Technology should be viewed as a tool to aid understanding and not as a driver of content.

**Entry Expectations:**

The present admission requirement for quantitative skills is the satisfactory completion of three or more years of high school mathematics course work including second-year algebra and first-year geometry. Students are strongly encouraged, however, to take four years of mathematics in high school. All students are expected to enter the University with a competency in basic algebra and quantitative reasoning as preparation for completing Q courses. All entering students will be evaluated for quantitative proficiency based on their Math SAT1 score and/or class rank.

**Exit Expectations:**

All students must pass two Q courses, which may also satisfy a Content Area requirement. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students whose high school algebra needs strengthening should be encouraged to complete MATH ~~104Q~~ *1011Q*: Introductory College Algebra and Mathematical Modeling, as preparation for other Q courses. Alternatively, students may take MATH ~~101~~ *1010*: Basic Algebra With Applications (a course that does not carry credit toward graduation). To receive credit for MATH ~~104Q~~ *1011Q*, it must be a student's first Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

**The University Quantitative *Learning* Center:**

Advisors may also recommend that students avail themselves of support services offered at the University Quantitative *Learning* Center in Storrs and at the regional campuses. The Quantitative *Learning* Center will be directed by a full time faculty member who will oversee the administration of diagnostic examinations, quantitative-skills tutorials, workshops, modules, supplemental instruction, etc. The Quantitative *Learning* Center will also provide support to advisors and to faculty teaching Q courses on all campuses.

**Second Language Competency**

**Definition of Second Language Competency:**

Second-language competency prepares students for the increasingly multilingual challenges of involved exchanges of goods and ideas and for participation in local, regional and global affairs. It is thus an integral component of both liberal and practical education that contributes to students' articulateness in the second language and in their native language as well as awareness of the diversity of human cultures and languages.

The broad benefits of learning and using a second language can be obtained from the study of any one of a variety of languages: ancient or modern, written or spoken, less or more widely taught, verbal or sign.

**Entry Expectations:**

The admission requirement for second language skills is two years of study in a second language in high school or the equivalent. Students are strongly encouraged, however, to take three or more years of the same second language by the time they complete high school.

**Exit Expectations:**

Students meet the minimum requirement if admitted to the University having passed the third-year of a single second language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if students have successfully completed the third-year high school-level course. With anything less than that, students must pass the second course in the first-year sequence of college level study.

**Writing (W) Competency**

**Definition of Writing Competency for General Education:**

The writing across the curriculum W course requirements are designed to ensure that writing instruction continues after the Freshman English writing courses (English ~~110~~ *1010* or English ~~111~~ *1011*). As one of the fundamental ways through which academic disciplines explore, construct, and communicate their various forms of knowledge, writing is an essential component of a university education. The goals of the Freshman English seminars emphasize the need to "engage students in the work of academic inquiry through the interpretation of difficult texts, [to help them participate in] the issues and arguments that animate the texts, and [to reflect] on the significance for academic and general culture and for themselves of the critical work of reading and writing" (Freshman English Seminar Description 1). The W requirement extends that work to other courses with an emphasis on the significance of writing in individual major fields of study.

W courses should demonstrate for students the relationship between the writing in the course and the content learning goals of the course. Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of the course material. In addition then to the general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression, and the discipline specific format, evidentiary, and stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop both throughout their lives and careers after graduation.

The W requirement can be met in formats other than the standard three-credit course. For example, a department might add a fourth credit to a three-credit course to convert the course to a W; another department might adopt a portfolio assessment mechanism that requires substantial writing over a number of semesters' work in the major; and another department might organize a series of partial W courses in sequence that when completed would fulfill the W requirement.

The W requirement does not limit writing only to courses with a W designation; the requirement is designed to support and encourage writing instruction throughout the curriculum. Courses without a W designation, for example, still would commonly require that students write papers and essay examinations.

**The University Writing Center:**

Much of the outside-of-class work involved in writing instruction will be supported by qualified tutors in the University Writing Center at Storrs and the regional campuses. The center, directed by a senior, tenured faculty member with another faculty member as an assistant and a group of graduate student (and in some cases undergraduate) tutors from across the disciplines, will be a clearing house for writing issues throughout the University. The Director of the Writing Center will organize on all campuses faculty development workshops for W course instructors and will be responsible for organizing and supervising the W course instructor orientations/workshops. The Writing Center will train tutors, and the Writing Center office will house copies of all W course syllabi that have been approved by GEOC.

**Staffing:**

W courses normally will be taught by University of Connecticut faculty. When that is not possible, then qualified graduate students may be used to assist faculty in ~~200~~ *2000+* level W courses or, with faculty supervision, to teach a ~~100~~ *1000*-level W course.

All new instructors of W courses will be provided with a W course orientation. This orientation will be required of all teaching assistants assigned to assist in a ~~200~~ *2000+* level or to instruct a ~~100~~ *1000*-level W course. The orientation will present the W course guidelines and the pedagogical strategies and learning outcomes of the Freshman English courses in order to provide the institutional context and rationale for the requirement. Detailed descriptions of the Freshman English courses and a copy of the writing handbook required of all students in Freshman English will be distributed at the workshop. All orientation materials will be made available to experienced W course faculty. Supplemental workshops will be offered throughout the academic year. All W course instructors will be invited to those voluntary workshops, which will be designed to support the teaching of writing.

**Departmental Responsibility:**

1. Each department must submit to GEOC a pedagogically sound plan for all W courses approved for the major. That plan must include specific courses and a brief rationale for how those courses are central to the major.

2. All plans that involve fulfilling the W requirement within each department (the preferred plan) or that link to courses in other departments must be submitted to the GEOC W course subcommittee for review and the GEOC for final approval.

3. Any changes in previously approved W courses that substantially alter the mode of writing instruction must be submitted to GEOC for review.

4. If a department desires to approve one or more W courses taught in other departments as a part of its own major requirements, the outside departments must agree to such arrangements.

5. Courses at the ~~100~~ *1000*-level taught by TAs or ~~200~~ *2000+* level courses with TA help must have a mechanism for TA supervision approved by GEOC.

**Criteria:**

Courses (and their equivalents) appropriate for a W designation should:

1. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness;

2. Address writing in process, require revision, and provide substantial supervision of student writing. (The structure of revision and supervision may vary, including in- class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.);

3. Have an enrollment cap of nineteen students per section;

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4. Make explicit the relation between writing and learning in the course;

5. Articulate the structure of supervision of student writing;

6. Explain the place and function of revision in the course;

7. Detail how the page requirement will be met;

8. Require that students must pass the writing component in order to pass the course.

**Entry Expectations:**

1. Freshman English placement options for first year students at the University of Connecticut will vary depending upon their incoming qualifications.

Honors:

Honors Students may choose English ~~250~~ *3800*, a three-credit seminar taught by full-time faculty, to fulfill the Freshman English requirement.

SAT Placement Scores:

Students with Verbal SAT (VSAT) scores of 430 and below are automatically placed in English ~~104~~ *1004*. There is no pre-class appeal. Student writing is evaluated after the first week of the term. In rare cases it is possible, based on that writing and with the approval of the Director of Freshman English, for a student to be moved into an English ~~110~~ *1010* or ~~111~~ *1011* section.

Students with VSAT scores of 440-540 have the option to enroll in either English ~~104~~ *1004* or English ~~110~~ *1010* or ~~111~~ *1011*. Student writing is evaluated after the first week of the semester and all inconsistencies brought to the attention of the Director of Freshman English. At this point a student may be placed in a course more appropriate to his or her writing. All students who remain in English ~~104~~ *1004* must pass that course in order to move on to English ~~110~~ *1010* or ~~111~~ *1011*.

Students with VSAT Scores above 540 have the option to enroll in either English ~~110~~ *1010* or ~~111~~ *1011*.

2. Connecticut Community College Transfer Students:
There is an articulation agreement with each community college that prescribes which two, three-credit community college courses fulfill UConn's Freshman English requirement. Four of these six credits count toward the four-credit Freshman English requirement; the other two credits come in as elective.

3. Transfer students from other Connecticut colleges and from out-of-state:
These students are assessed on a case-by-case basis by the Director of Freshman English.

**Exit Expectations:**

1. All students must take either English ~~110~~ *1010* or ~~111~~ *1011*. Students with Advanced Placement English scores of 4 or 5 and students passing English ~~250~~ *3800* are exempted from the English ~~110~~ *1010* or ~~111~~ *1011* requirement.

2. Additionally, all students must take two writing-intensive courses, one of which must be approved for the student's major (see Departmental Responsibility above). These courses may also satisfy other Content Area requirements. (Note: English ~~110~~ *1010* or ~~111~~ *1011* is a prerequisite to all writing-intensive courses.)

3. A writing-intensive course approved for the student's major does not have any credit-hour restriction, but it is to be at the ~~200~~ *2000+* level.

ATTACHMENT #24

## University Senate Curricula and Courses Committee
## Report to the Senate
## December 14, 2009

**I.     The Curricula and Courses Committee recommends revision of General Education By-Laws and Guidelines**

A. Updating 3-digit course references to the 4-digit renumbering scheme, correction of language concerning 6-department rule, and references to the Q Learning Center

**II.    The Curricula and Courses Committee recommends approval to ADD the following 1000 or 2000 level courses:**

A. MAST 1200 Introduction to Maritime Culture
Either semester. Three credits.
A study of history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural aesthetics.

B. ARTH 2993 Foreign Study
Either or both semesters. Credits and hours by arrangement. Consent of department head required, normally before the student′s departure to study abroad. May be repeated for credit with a change in course content.
Special topics taken in a foreign study program

C. DRAM 2141. Script Analysis
Either semester. Three credits. Three class hours per week. Prerequisite: Open only with consent of instructor.
Introducing the basic script-analysis skills necessary for theatre practitioners; exploring texts from a production, rather than a literary, viewpoint. Through reading, discussion, exercises, and group projects students examine the ways that playwrights convey information.

D. MUSI 1193. Foreign Study.
Either or both semesters. Credits and hours by arrangement. Consent of department head required, normally before the student's departure to study abroad. May be repeated for credit with a change in course content.
Specific topics taken in a foreign study program.

E. DRAM 1710. Exploration of Acting
Three credits. Four hours per week. Open only with consent of instructor.
The basic elements of the acting process and related skills for those not intending to pursue professional acting careers. Not open for credit to Acting majors or those who have passed DRAM 1701

F. DRAM 1902. Voice and Speech II
First semester. Three credits. One and one-half lecture hours and two studio hours per week. Prerequisite: DRAM 1901. Open only with consent of the instructor.
Additional vocal and articulation/phonetics skills applied to the performance of both realistic and elevated language in dramatic literature.

G.  DRAM 2810. Stage Movement III
First semester. Three credits. Six studio hours per week. Prerequisite: DRAM 1802.
Open only with consent of the instructor.
Beginning the process of applying the actor's movement skills to the unique
requirements of different theatrical forms and structures. Applied skills may include
tumbling, gymnastics, clowning, mask work, ethnic arts, hand-to-hand combat, armed
combat and many theatrical forms and styles of dance.

H.  DRAM 2812. Stage Movement IV
Three credits. Six studio hours. Prerequisite: DRAM 2810. Open only with consent of
instructor.
Developing and applying additional movement skills to different types and styles of
dramatic expression.

I.  DRAM 2901. Voice and Speech III
Second semester. Three credits. One and one-half lecture hours and two studio hours per
week. Prerequisite: DRAM 1902. Open only with consent of the instructor.
In-depth study of applied voice and speech skills, particularly flexibility of the voice and
application of vocal variety to understanding and expressing the structure and meaning of
language and text.

J.  DRAM 2902. Vocal Performance Techniques
Either semester. Three credits (one and one-half lecture hours and two studio hours).
Prerequisite: Open only with consent of the instructor. Not open for credit to Acting
majors.
Basic skills in voice production, vocal variety, articulation, and voice characterization for
those in the dramatic arts pursuing careers other than stage acting.

K.  CLCS 2XXX. Intercultural Competency towards Global Perspectives
Introduction to the interdisciplinary and international field of intercultural
communication in cultural studies, including culturally determined communicative
behaviors, identity, semiotics, multi-disciplinary theories of culture, and stereotypes.

L.  NRE 2325 Fish and Fisheries Conservation.
Second semester even years. 3 credits. Recommended preparation: NRE 1000, BIO 1102,
or 1108. Open to sophomores or higher. Auster
An examination of the linkages between life history, habitat and effects of human
activities on the conservation and sustainable use of marine, estuarine and freshwater
fishes.

M.  NRE 2345. Introduction to Fisheries and Wildlife
First semester. Three credits. Not open to students who have passed NRE 3335 or 4335.
Ortega, Vokoun
An introduction to the basic principles used in the management of wildlife and fish
populations, their habitats and ecosystems, and their human stewards. Students will be
introduced to the fundamental concepts, topics, and skill sets that are commonly needed
in the wildlife and fisheries profession.

## III.   The Curricula and Courses Committee recommends approval to REVISE the following 1000 or 2000 level courses:

A.  ARTH 1193. Foreign Study (permit repeating for credit)
**Current Catalog Copy**
(193) Either or both semesters. Credits and hours by arrangement. Consent of department head required, normally before the student's departure to study abroad.
Special topics taken in a foreign study program.
**Revised Catalog Copy**
(193) Either or both semesters. Credits and hours by arrangement. Consent of department head required, normally before the student's departure to study abroad. May be repeated for credit with a change in course content.
Special topics taken in a foreign study program.

B.  DRAM 1701 (revise title and description)
**Current Title and Catalog Copy**
1701-1702. Introduction to Acting
(143-144) Both semesters. Three credits each semester. Concurrent enrollment in DRAM 1801-1802 required for all acting majors.
First semester: Basic acting techniques, including improvisation and the use of the stage environment. Second semester. Continuation of basic techniques with emphasis on the presentation of scenes from contemporary plays.
**Revised Title and Catalog Copy**
1702. Acting I
(143) First Semester. Three credits. Six studio hours per week. Prerequisite: Open only with consent of instructor.
Basic acting techniques, including improvisation and the use of the stage environment

C.  DRAM 1702 (revise title and description)
**Current Title and Catalog Copy**
1701-1702. Introduction to Acting
(143-144) Both semesters. Three credits each semester. Concurrent enrollment in DRAM 1801-1802 required for all acting majors.
First semester: Basic acting techniques, including improvisation and the use of the stage environment. Second semester. Continuation of basic techniques with emphasis on the presentation of scenes from contemporary plays.
**Revised Title and Catalog Copy**
1702. Acting II
(144) Second Semester. Three credits. Six studio hours per week. Prerequisite: DRAM 1701 Open only with consent of instructor.
Additional basic acting techniques with emphasis on the presentation of scenes from contemporary plays.

D. DRAM 1801 (revise title)
   **Current Title and Catalog Copy**
   1801. Introduction to Movement for the Actor I
   (149) First semester. Three credits. Three 2-hour studio periods. Sabatine
   Conditioning the body to increase strength, flexibility and sensitivity. Exploration of movement concepts in space, time and energy valuesóalso mind, body and environment relationships.
   **Revised Title and Catalog Copy**
   1801. Stage Movement I
   (149) First Semester. Three credits. Six studio hours per week. Open only with consent of instructor.
   Conditioning the body to increase strength, flexibility and sensitivity. Exploration of movement concepts in space, time and energy valuesóalso mind, body and environment relationships.

E. DRAM 1802 (revise title)
   **Current Title and Catalog Copy**
   1802. Introduction to Movement for the Actor II
   (150) Second semester. Three credits. Three 2-hour studio periods. Sabatine
   Continuation of DRAM 1801. Emphasis on the organization of movement expression using essence theory of emotion, intentions, gestures and physical characterization through movement.
   **Revised Title and Catalog Copy**
   1802. Stage Movement II
   (150) Second semester. Three credits. Six studio hours per week. Prerequisite: DRAM 1801. Open only with consent of instructor.
   Developing physical awareness and continuing body conditioning for the stage. Analyzing the natural world and how it moves. Work may include beginning mask, mime and tumbling skills.

F. DRAM 1901 (revise title, course description and instructional pattern)
   **Current Title and Catalog Copy**
   1901. Production of the Speaking Voice
   (120) Either semester. Three credits. Stern
   Study and practice in the development of an expressive, injury-free speaking voice capable of filling most performance spaces without amplification. Students concentrate on breathing technique, throat relaxation, resonance enhancement and the use of variety in pitch and speaking rate. The course also integrates these technical voice skills with the principles of the inner acting process.
   **Revised Title and Catalog Copy**
   1901. Voice and Speech I
   (120) Second semester. Three credits. One and one-half lecture hours and two studio hours per week. Open only with consent of the instructor.
   Study of the skills required to develop an expressive, injury-free voice and improved diction on and off the stage.

G. DRAM 2701 (Revise title and description)
   **Current Title and Catalog Copy**
   2701. Acting Technique I
   (243) First semester. Three credits. Three 2-hour studio periods. Open only with consent of instructor.
   Voices of naturalism and realism: the study and practice of techniques utilized in the performance of modern realists.
   **Revised Title and Catalog Copy**
   2701. Acting III
   (243) First Semester. Three credits. Six studio hours per week. Prerequisite: DRAM 1702. Open only with consent of instructor.
   The study and practice of techniques for realism and naturalism typically used in performing works by the modern realists.

H. MATH 2720W History of Mathematics (Change prerequisites)
   **Current Catalog Copy**
   2720W. (242W) History of Mathematics
   Either semester, alternate years. Three credits.
   Prerequisite: Either (i) MATH 2110 or 2130, and 2410, or (ii) 2144 or 2420; and ENGL 1010 or 1011 or 3800. This course may not be counted in any of the major groups described in the Mathematics Departmental listing. A historical study of the growth of the various fields of mathematics.
   **Revised Catalog Copy**
   2720W. (242W) History of Mathematics
   Either semester, alternate years. Three credits.
   Prerequisite: Either (i) MATH 2110 or 2130, and either 2210 or 2410, or (ii) MATH 2144 or 2420; and ENGL 1010 or 1011 or 3800. This course may not be counted in any of the major groups described in the Mathematics Departmental listing. A historical study of the growth of the various fields of mathematics.

I. NRE 2010 Natural Resources Measurements (change credits)
   **Current Catalog Copy**
   2010 Natural Resources Measurements
   (242)(Formerly offered as NRME 2010.) First semester. Four Credits. Two class periods and two 2-hour laboratories. Field trips required.
   Principles and instrumentation used in the measurement of environmental conditions and processes.
   **Revised Catalog Copy**
   2010 Natural Resources Measurements
   (242)(Formerly offered as NRME 2010.) First semester. Three Credits. Two class periods and one 2-hour laboratory. Field trips required.
   Principles and instrumentation used in the measurement of environmental conditions and processes.

**IV.  The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 1, Arts and Humanities**

A.  CLCS 2XXX Intercultural Competency for Global Perspectives

B.  MAST 1200 Introduction to Maritime Culture

**V.  The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 4, Diversity and Multiculturalism -NON International**

A.  MUSI 100x Popular Music and Diversity in American Society

**VI.  The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 4, Diversity and Multiculturalism - International**

A.  CLCS 2XXX Intercultural Competency for Global Perspectives

**VII.  The Curricula and Courses Committee recommends approval of the following courses for inclusion in the Writing Competency**

A.  POLS 3214W Comparative Social Policy
Either semester. Three credits. Prerequisites: ENGL 1010 or 1011 or 3800; POLS 1202 or 1207 or consent of instructor. Open to sophomores or higher. Recommended preparation: coursework in economics and sociology.
Institutional structures of modern welfare states, including systems of social insurance, healthcare, and education. Assessment of leading political explanations for their growth and cross-national differences among them.

B.  EKIN 3547W Service Learning through Sport and Physical Activity
Three credits. Prerequisites: ENGL 1010 or 1011 or 3800. Consent of instructor required, Open to Sport Management majors only. Bruening
Reading, written journals, class discussion, and significant time out of class for community involvement in Hartford. Transportation is available.

C.  DIET 3231W Writing for Community Nutrition Research
Second semester. Two credits. Prerequisites: Students must earn a "C" or better in DIET 3150, 3155; ENGL 1010 or 1011 or 3800. Must be taken concurrently with DIET 3230. Open to Dietetics majors; others only by consent of Dietetics Program Director.
A writing intensive course that develops critical thinking skills through research and writing in community nutrition.

## VIII. The Curricula and Courses Committee recommends removal of the following 3000 or 4000-level W courses from those satisfying Writing Competency requirements

A.  MARN 4050W Geological Oceanography
    **Current Catalog Copy**
    4050W. Geological Oceanography
    (275W) First semester. Three credits. Prerequisite: One year of laboratory science in CHEM, GSCI , MARN and/or PHYS or instructor consent; ENGL 1010 or 1011 or 3800. Torgersen
    Basic concepts in geological oceanography, plate tectonics and the role of ocean floor dynamics in the control of the Earth and ocean system.
    **Revised Catalog Copy**
    4050. Geological Oceanography
    (275) First semester. Three credits. Prerequisite: One year of laboratory science in CHEM, GSCI, MARN and/or PHYS or instructor consent. Torgersen
    Basic concepts in geological oceanography, plate tectonics and the role of ocean floor dynamics in the control of the Earth and ocean system.

B.  DIET 3230W Applied Community Nutrition
    **Current Catalog Copy**
    DIET 3230W. Applied Community Nutrition
    (213WC) Second semester. Three credits. Prerequisite: Student must earn a "C" or better in DIET 3150, 3155; ENGL 1010 or 1011 or 3800. Open only to Dietetics majors; others by consent of the Dietetics Program  Director. *Duffy*
    Assessment of community structure, agencies, and resources. Plan, implement, and evaluate nutritional care and nutritional education in the community setting. Participation in computer laboratory experiences.
    **Revised Catalog Copy**
    DIET/NUSC 3230. Community Nutrition
    Second semester. Three credits. Prerequisite: NUSC 2200. Open to Dietetic majors, NUSC majors, and AHS majors. Duffy & Chun
    Role of community structure, agencies, and resources in community health relating to nutrition.

## IX.    The Curricula and Courses Committee recommends approval of S/U grading for the following courses

A.  OSH/AH 4291 OSH Internship
**Current Catalog Copy**
OSH 4291. OSH Internship
(Also offered as AH 4291).
AH 4291. OSH Internship
(Also offered as OSH 4291).
Either semester. Three credits. Prerequisite: Completion of six OSH/AH courses or permission of faculty coordinator; open only to BGS and Allied Health Sciences majors; others with consent.
Application of the principles and concepts of hazard assessment and safety management to an actual workplace under the direct supervision of an approved onsite supervisor. A minimum of 120 hours to be spent at the workplace and completion of a written project report.
**Revised Catalog Copy**
OSH 4291. OSH Internship
(Also offered as AH 4291).
AH 4291. OSH Internship
(Also offered as OSH 4291).
Either semester or summer. Variable (1-6) credits. Hours by arrangement. Open only to CCS and Allied Health Sciences OSH concentration majors juniors and above with consent of advisor and OSH program coordinator. May be repeated for credit with a maximum of 6 credits applied to the major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).
Application of the principles and concepts of hazard assessment and safety management to an actual workplace under the supervision of an approved onsite supervisor.

## X.    The Curricula and Courses Committee recommends approval of the following change to competency requirements

A.  Add GEOG 3110 Location Analysis to the list of courses that satisfy the GEOG Computer Technology Competency exit requirement
**Current Catalog Copy**
The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3300, 3500Q, 3510, or 4500.
**Revised Catalog Copy**
The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3110, 3300, 3500Q, 3510, or 4500.

Respectfully Submitted by the 09-10 Senate Curricula and Courses Committee.
Eric Schultz, Chair, Michael Accorsi, Keith Barker, Norma Bouchard, Marianne Buck, Janice Clark, Michael Darre, Andrew DePalma, Dean Hanink, Kathleen Labadorf, Susan Lyons, Maria Ana O'Donoghue, Tulsi Patel, Felicia Pratto, Yoo Mi Thompson

12-14-09

**GEOC Report to Senate C&CC**
**September 21, 2009\***
\* revisions to this report were made 10/5/2009

**Renumbering Update to General Education Guidelines and University Senate Bylaws**

**A. Motion to update the General Education portion of the existing University Senate Bylaws to conform to the 4-digit renumbering scheme implemented in May 2008 and to correct subject area language representing existing practice already effectively approved by the Senate December 10, 2007.**

Proposed changes are noted in *red italicized* font with a ~~strike~~ through the current wording.

II. Rules and Regulations

"2.     *General Education Requirements*

These General Education Requirements are effective commencing the 2005-2006 academic year. Continuing students who are under prior catalogs will be governed by the previous General Education Requirements, which are detailed in those catalogs.

Every undergraduate student in a baccalaureate degree program in the University, on all campuses must fulfill the General Education Requirements. Students are encouraged to spread these minimum requirements over the years of baccalaureate studies, and to plan their courses of study, with the help of an advisor, early in their first year.

The purpose of General Education is 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. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

General Education Requirements are described in terms of four content areas and five competencies.

> a.     *Content Areas*
>
> Students will be required to take six credits in Content Area One - Arts and Humanities; six credits in Content Area Two - Social Sciences; six to seven credits in Content Area Three - Science and Technology; and six credits in Content Area Four - Diversity and Multiculturalism.
>
> The courses ~~in~~ *fulfilling the* Content Areas One, Two, and Three *requirements* must be ~~taken in~~ *drawn from at least* six different ~~academic units~~ *subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these content areas must be from two different subjects*.  Content Area courses may be counted toward the major.
>
> Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Content Area One, one-credit performance courses may be included.  Students may use no more than three credits of such courses to meet the requirement.
>
> In Content Area Three, one of the courses must be a laboratory course of four or more credits.  However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.
>
> In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

One, and only one, Content Area Four course may also serve as a Content Area One, Two, or Three requirement.

For Content Areas One, Two and Three, there will be no multiple designations. An individual course will be approved for inclusion in only one of these Content Areas.

Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

General Education courses, whenever possible, should include elements of diversity.

b.   *Competencies*

The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas - computer technology, writing, quantitative skills, second language proficiency, and information literacy. The development of these competencies rests on establishing clear expectations for students both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.

The structure of each competency involves two parts: one establishing entry-level expectations and the second establishing graduation expectations. The entry-level expectations apply to all incoming students.

c.   *Principles for the General Education Curriculum*

The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses.

 In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses. Courses in Content Area Four may also have prerequisites outside of General Education courses.

Each department or School and College may propose courses for any of the four Content Areas. All courses approved for the General Education Requirements must be valid for all Schools and Colleges of the University of Connecticut in meeting the University General Education Requirements. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.

General Education courses should be delivered by faculty members. Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.

All courses offered for General Education credit must be approved by the General Education Oversight Committee (see II.C.2.d).

No academic unit may set enrollment bars or priorities for their own students for any General Education course, with the following exceptions:

>   An academic unit may reserve any percentage of seats for its own students in a ~~200~~ *2000+* level W course that is not also approved for a content area.

>   An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a ~~200~~ *2000+* level course approved for Content Area 4 (Diversity and Multiculturalism) as long as it is not also approved for any other content area.

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While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for ~~100~~ *1000*-level courses. This in no way should inhibit departments from requiring writing in their Q offerings or quantitative analysis in their W courses. Multiple competency designations, where a single course fulfills both Q and W requirements, are limited to ~~200~~ *2000+*level courses.

University of Connecticut students seeking an Additional Degree or a Double Major are required to complete the degrees for both degrees/majors. Students will also be required to meet the advanced competency expectations in Computer Technology, Information Literacy and Writing for each degree/major. If an individual course is approved to fill a competency requirement for both degrees/majors, successful completion of that course will meet that requirement for both degrees/majors.

All students entering the University of Connecticut or changing school or college within the University beginning with the Fall semester 2005 are expected to meet these General Education Requirements. Bearing in mind the principles outlined in this document, the Dean of the admitting School or College may make substitutions to the requirements for students who entered higher education prior to Fall 2005 and on a continuing basis for other students. Each Dean will submit an annual report summarizing this activity to GEOC by the end of the Spring semester each year.

Undergraduate students with Bachelor's degrees from regionally accredited institutions are exempt from the General Education Requirements.

d.    *Oversight and Implementation*

The curriculum in degree programs remains vibrant and alive because faculty members constantly attend to it. They debate what is essential and what is optional to a degree program; they assess how the character of individual courses contributes to the whole; and they consider whether courses are properly sequenced relative to one another. If a general education curriculum is to avoid almost instant ossification, it requires a similar level of faculty involvement and on-going attention.

General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and a graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee, whose chair will serve as a non-voting member of GEOC. Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors or Associate Directors are GEOC subcommittee chairs, and are members of the University faculty, they shall retain voting rights in the GEOC. The GEOC will monitor the General Education curriculum. This Committee will work in association with the Office of Undergraduate Education and Instruction. Financial support for the activity of the GEOC will come from the Office of the Provost.

The GEOC will be charged with:

- setting the criteria for approving all course proposals for the Content and Competency Areas;
- setting the criteria for entrance and exit requirements for the Competency Areas;
- developing policy regarding the delivery of the University-wide General Education program;
- reviewing and approving courses proposed for inclusion in the General Education Requirements;
- determining the resources necessary to deliver the General Education Curriculum;
- monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and
- reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

The membership of the GEOC shall be representative of the Faculty of all of the Schools and Colleges and members shall be appointed following current Senate Nominating Committee practice. While the members and

chair shall be proposed by the Nominating Committee and approved by the Senate, the process of consultation shall include the Vice Provost for Undergraduate Education.  Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator.

Terms of appointment to the GEOC shall be two years, except in the case of the student member where a one-year term is appropriate. In addition, one half of the first group of GEOC members shall be appointed for one year to ensure some overlap in membership from year to year. Normally, no member shall serve more than two consecutive terms of two years each without leaving the committee for at least two years. The chair shall serve one three-year term and shall not be re-appointed.

The chair of the GEOC shall be responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum. Because of the unusually demanding nature of this position, the chair will be given 50% release time and be provided with administrative support.

Faculty members involved in General Education have different pedagogical challenges from those facing instructors in major or graduate courses. These faculty members should be brought together on a regular basis to collaborate on issues concerning the delivery of these courses. This can be accomplished by the chair of the GEOC, who will organize their regular meetings. These meetings will provide the kind of on-going discussion necessary to keep this part of the curriculum vibrant and vital.

The GEOC shall establish and appoint members to four Content Area subcommittees.  Each subcommittee will establish the criteria for all courses to be approved for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

The GEOC shall establish and appoint members to five Competency subcommittees.  Each subcommittee will establish and continue to review entrance and exit expectations for its respective Area.  Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

Once the criteria or any changes to the criteria for each of the Content Areas and Competencies are developed and accepted by the GEOC, they must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

Courses proposed for General Education, once they have been approved by the GEOC, will be submitted to the Senate Curricula and Courses Committee for formal approval and submission to the Senate.

The Senate Budget Committee is charged with determining:

- if sufficient seats and resources exist to handle the undergraduate enrollment;
- if academic resources, particularly TA's to assist in W courses, are available to meet enrollment demands; and
- if the Learning Center has been adequately funded to support the General Education Requirements."

**B. GEOC recommends approval of the following revisions to the General Education Guidelines: update 3-digit course references to the 4-digit renumbering scheme; change "University Quantitative Center" references in the General Education Guidelines to the "University Quantitative Learning Center"; and, correct subject area language representing existing practice already effectively approved by the Senate December 10, 2007.**

Proposed changes are noted in *red italicized* font with a ~~strike~~ through the current wording.

### UNIVERSITY OF CONNECTICUT GENERAL EDUCATION GUIDELINES
**As approved by the University Senate on May 12, 2003**\*
\*including motions passed by the Senate on 11/10/03, 12/8/03, 4/5/05, 2/13/06, 12/11/06, 12/10/07, 12/8/08, and 2/2/09.

**Goals of General Education:**

(Based on the Ad Hoc Committee on General Education of 1985, the Task Force on General Education Report of 2000, and the Senate Curricula and Courses Committee Report of May 2001.)

The purpose of general education is 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. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

The following four principles should support any effort in general education:

**Universality**. All students at the University of Connecticut should have the same University General Education Requirements irrespective of their major, School or College. Schools and Colleges may not restrict the courses that students are allowed to use in fulfilling the University General Education requirements.

**Accessibility**. All students at the University of Connecticut should have timely access to General Education courses and support services.

**Transferability**. Students must be able to transfer from one School or College to another without having to repeat General Education Requirements. A procedure should be established for the smooth transition of students who transfer into the University from other institutions.

**Faculty Participation**. General Education courses should be taught by faculty; resources should be allocated to promote this practice.

Guidelines for General Education are presented in three parts:

A. The General Education Requirements:

1. Content Areas
2. Competencies
3. Principles

B. Oversight and Implementation

C. Criteria for Specific Content Areas and Competencies

**PART A: The General Education Requirements**

**PART A.1. Content Areas**

**There are four content Areas:**

Group One - Arts and Humanities. Six credits.
Group Two - Social Sciences. Six credits.
Group Three - Science and Technology. Six to seven credits.
Group Four - Diversity and Multiculturalism. Six credits.

**Content Area Operating Principles:**

a. The courses ~~in~~ *fulfilling the* Content Areas One, Two, and Three *requirements* must be ~~taken in~~ *drawn from at least* six different ~~academic units~~ *subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these content areas must be from two different subjects.* Content Area courses may be counted toward the major.

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b. Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Group One, one-credit performance courses may be included. Students may use no more than three credits of such courses to meet the requirement.

c. In Group Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.

d. In Group Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

e. One, and only one, Group Four course may also serve as a Group One, Group Two, or Group Three requirement.

f. For Groups One, Two and Three, there will be no multiple designations. An individual course will be approved for inclusion in only one of these Groups.

g. Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

h. General Education courses, whenever possible, should include elements of diversity.

## PART A.2. Competencies

The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas - computer technology, writing, quantitative skills, second language proficiency, and information literacy. The development of these competencies rests on establishing clear expectations for students both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.

The structure of each competency involves two parts: one establishing entry-level expectations and the second establishing graduation expectations. The entry-level expectations apply to all incoming students. The entry and exit expectations for these five competencies are delineated in Part C of this document.

It is unreasonable to place the institutional responsibility for developing these competencies solely on individual courses. Therefore, a plan has been developed to enrich the instructional environment through the development of a Learning Center, a place where students can come for asynchronous learning supported by tutors, advisors, teaching assistants, peer preceptors and faculty, as well as through the use of technology. Faculty members should begin undergraduate classes with a summary of the competencies and proficiencies that a student will need to bring to the subject matter. Students can avail themselves of the services within the Learning Center to bring their skill levels up to faculty expectations.

## PART A.3. Principles for the General Education Curriculum

The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses.

There must be a significant commitment to several principles:

1. Course Accessibility.

In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses. Courses in Group Four may also have prerequisites outside of General Education courses.

2. Universality.

Each department or School and College may propose courses for any of the four Content Areas. All courses approved for the General Education Requirements must be valid for all Schools and Colleges of the University of Connecticut in

meeting the University General Education Requirements. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.

3. Other Operating Principles:

a. General education courses should be delivered by faculty members. Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.

b. All courses offered for General Education credit must be approved by the GEOC. There will be no rollover of existing course offerings. Procedures for course approval are listed in Part B.

c. No School or College may set enrollment bars or priorities for their own students for any General Education course.

(1). An academic unit may reserve any percentage of seats for its own students in a ~~200~~ *2000+* level W course that is not also approved for a content area.

(2). An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a ~~200~~ *2000+* level course approved for Group IV (Diversity and Multiculturalism) as long as it is not also approved for any other content area.

d. While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for ~~100~~ *1000* level courses. This in no way should inhibit departments from requiring writing in their Q offerings or quantitative analysis in their W courses. Multiple competency designations, where a single course fulfills both Q and W requirements, are limited to ~~200~~ *2000+* level courses.

e. University of Connecticut Students seeking an Additional Degree or a Double major are required to complete the requirements for both degrees/majors. Students will also be required to meet the advanced competency expectations in Computer Technology, Information Literacy and Writing for each degree/major. If an individual course is approved to fill a competency requirement for both degrees/majors, successful completion of that course will meet the requirement for both degrees/majors.

f. All students entering the University or changing school or college within the University beginning with the Fall semester 2005 are expected to meet these General Education Requirements. Bearing in mind the principles outlined in this document, the Dean of the admitting School or College may make substitutions to the requirements for students who entered higher education prior to Fall 2005 and on a continuing basis for other students. Each Dean will submit an annual report summarizing this activity to GEOC by the end of the Spring semester each year.

g. Undergraduate students with Bachelor's degrees from regionally accredited institutions are exempt from the General Education Requirements.

h. Graduates of community college degree programs who completed requirements under approved General Education articulation agreements with the University will have satisfied all General Education Requirements.


## PART B: Oversight and Implementation

The curriculum in degree programs remains vibrant and alive because faculty members constantly attend to it. They debate what is essential and what is optional to a degree program; they assess how the character of individual courses contributes to the whole; and they consider whether courses are properly sequenced relative to one another. If a general education curriculum is to avoid almost instant ossification, it requires a similar level of faculty involvement and on-going attention. Given the responsibilities of the Senate Curricula and Courses Committee, it is unreasonable to expect this body to be directly responsible for General Education other than at the policy level that is its charge.

General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee whose chair will serve as a non-voting member of GEOC. Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointments to GEOC. When Q or W Center Directors of Associate Directors are GEOC subcommittee chairs, they shall retain voting rights in the GEOC. The GEOC will monitor the General Education curriculum. The creation of a Senate-appointed committee recognizes the policy control of the Senate in matters relating to undergraduate education. This Committee will work in association with the Office of Undergraduate Education and Instruction because this office has University-wide responsibility for the health of undergraduate education and the fiscal resources to address emerging issues. Financial support for the activity of the GEOC will come from the Office of the Provost.

**The GEOC will be charged with:**

- setting the criteria for approving all course proposals for the Content and Competency Areas;
- setting the criteria for entrance and exit requirements for the Competency Areas;
- developing policy regarding the delivery of the University-wide General Education program;
- reviewing and approving courses proposed for inclusion in the General Education Requirements;
- determining the resources necessary to deliver the new General Education Requirements (number of seats per Content Area per year, etc.);
- monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and
- reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

The membership of the GEOC shall be representative of the Faculty of all of the Schools and Colleges and members shall be appointed following current Senate Nominating Committee practice. While the members and chair shall be proposed by the Nominating Committee and approved by the Senate, the process of consultation shall include the Vice Chancellor for Academic Administration. Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator.

Terms of appointment to the GEOC shall be two years, except in the case of the student member where a one-year term is appropriate. In addition, one half of the first group of GEOC members shall be appointed for one year to ensure some overlap in membership from year to year. Normally, no member shall serve more than two consecutive terms of two years each without leaving the committee for at least two years. The chair shall serve one three-year term and shall not be re-appointed.

The chair of the GEOC shall be responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum. Because of the unusually demanding nature of this position, the chair will be given 50% release time and be provided with administrative support.

Faculty members involved in General Education have different pedagogical challenges from those facing instructors in major or graduate courses. These faculty members should be brought together on a regular basis to collaborate on issues concerning the delivery of these courses. This can be accomplished by the chair of the GEOC, who will organize their regular meetings. These meetings will provide the kind of on-going discussion necessary to keep this part of the curriculum vibrant and vital.

**Implementation:**

1. The GEOC shall establish and appoint members to four Content Area subcommittees. Each subcommittee will establish the criteria for all courses to be approved for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

2. The GEOC shall establish and appoint members to five Competency subcommittees. Each subcommittee will establish and continue to review entrance and exit expectations for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

3. Once the criteria for each of the Content Areas are developed and accepted by the GEOC, they must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

4. Any new or revised University-wide criteria for the Competency Areas that are accepted by the GEOC must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

5 Once criteria for the Content and Competency Areas are approved by the Senate, courses may be submitted to the GEOC for approval.

6. Courses newly proposed for General Education, once they have been approved by the GEOC, will be submitted to the Senate Curricula and Courses Committee for formal approval and submission to the Senate. Courses that had been included in the previous General Education listing, once they have been approved by the GEOC, will be submitted directly to the Senate for final approval.

7. After no more than one year of course submissions and approvals, the GEOC will submit the entire menu to the University Senate for final approval.

8. In parallel, there will be an evaluation made by the Budget Committee of the Senate to determine:
a. if sufficient seats and resources exist to handle the undergraduate enrollment;
b. if academic resources, particularly TA's to assist in W courses, are available to meet enrollment demands; and
c. if the Learning Center has been adequately funded to support the General Education Requirements.

Once these conditions are met, the new General Education Requirements will be introduced to incoming freshmen the following Fall Semester, or as soon as deemed possible for the purposes of publication and scheduling.

## PART C: Criteria for Specific Content Areas and Competencies

Specific criteria for the four Content Areas and five Competencies were developed by the General Education Oversight Committee (GEOC) through nine Subcommittees that were formed to oversee these areas. The formation and functions of these Subcommittees were mandated by the General Education Guidelines, which were passed by the University Senate on May 6, 2002. The four Content Area Subcommittees and the Q and W Competency Subcommittees are responsible for reviewing and recommending to the Senate Curricula and Courses Committee courses proposed for inclusion in the General Education roster of courses. They are also responsible for monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the University Senate. For the remaining three Competency Areas, the Subcommittees will review the entrance and/or exit expectations in these areas and the means whereby the expectations are to be met.

As stated at the beginning of this document, the purpose of general education is to ensure that all University of Connecticut undergraduate students

1. become articulate,
2. acquire intellectual breadth and versatility,
3. acquire critical judgment,
4. acquire moral sensitivity,
5. acquire awareness of their era and society,
6. acquire consciousness of the diversity of human culture and experience, and
7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge.

In order for any course to be included in Content Area Groups One, Two, Three or Four, it should be oriented toward these overarching goals. In addition, specific criteria for the four Content Areas and five Competency Areas are given below.

## Group One - Arts and Humanities

**Definition of Arts and Humanities for General Education:**

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Arts and Humanities courses should provide a broad vision of artistic and humanist themes. These courses should enable students themselves to study and understand the artistic, cultural and historical processes of humanity. They should encourage students to explore their own traditions and their places within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human languages and cultures.

The broadly based category of Arts and Humanities includes courses in many different aspects of human endeavor. In areas of exploration traditionally included within "the Arts and Literature," students should explore modes of aesthetic human expression that develop within cultures and are delivered through (a) visual arts (painting, sculpture, architecture, etc.), (b) dramatic performances (live theatre, video and film performances, dance, etc.), (c) musical composition and performance, and/or (d) writing in various literary forms. In areas of exploration traditionally included within "the Humanities," students should explore areas of knowledge and analysis relating to human history, philosophy, or culture.

The primary modes of exploration and inquiry within the Arts and Humanities are historical, critical, and aesthetic. The subject matter of courses in Group One should be approached and analyzed by the instructor from such artistic or humanistic perspectives.

**Criteria:**

Courses appropriate to this category must, through historical, critical and/or aesthetic modes of inquiry, introduce students to and engage them in at least one of the following:

1. Investigations and historical/critical analyses of human experience;

2. Inquiries into philosophical and/or political theory;

3. Investigations into the modes of symbolic representation;

4. Comprehension and appreciation of written, graphic and/or performance art forms;

5. Creation or "re-creation" of artistic works culminating in individual or group publication, production or performance. Three-credit courses in this category must be supplemented by written or oral analysis/criticism.

**Group Two - Social Sciences**

**Definition of Social Sciences for General Education:**

The social sciences examine how individuals, groups, institutions, and societies behave and influence one another and the natural environment. Courses in this group enable students to analyze and understand interactions of the numerous social factors that influence behavior at the individual, cultural, societal, national, or international level. They use the methods and theories of social science inquiry to develop critical thought about current social issues and problems.

**Criteria:**

Courses appropriate to this category must meet all of the following criteria:

1. Introduce students to theories and concepts of the social sciences.

2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face.

3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment.

4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that might be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction.

## Group Three - Science and Technology

### Definition of Science and Technology for General Education:

These courses acquaint students with scientific thought, observation, experimentation, and formal hypothesis testing, and enable students to consider the impact that developments in science and technology have on the nature and quality of life. Knowledge of the basic vocabulary of science and technology is a prerequisite for informed assessments of the physical universe and of technological developments.

### Criteria:

Courses appropriate to this category should:

1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods;

2. Promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge;

3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions; and

4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society.

Laboratory courses in this category must teach fundamental principles of the biological and/or physical sciences through hands-on participation.

## Group Four - Diversity and Multiculturalism

### Definition of Diversity and Multiculturalism for General Education:

In this interconnected global community, individuals of any profession need to be able to understand, appreciate, and function in cultures other than their own. Diversity and multiculturalism in the university curriculum contribute to this essential aspect of education by bringing to the fore the historical truths about different cultural perspectives, especially those of groups that traditionally have been under-represented. These groups might be characterized by such features as race, ethnicity, gender, sexual identities, political systems, or religious traditions, or by persons with disabilities. By studying the ideas, history, values, and creative expressions of diverse groups, students gain appreciation for differences as well as commonalities among people.

Subject matter alone cannot define multicultural education. A key element is to examine the subject from the perspective of the group that generates the culture. The inquiry needs to be structured by the concepts, ideas, beliefs, and/or values of the culture under study. A variety of approaches can be used, including comparative or interdisciplinary methodologies. Regardless of the approach, courses should view the studied group(s) as authors and agents in the making of history.

### Criteria:

Courses may be contemporary or historical in focus; they may be broadly based or highly specialized; they may be at an introductory or advanced level. Courses must contribute to advancing multicultural and/or diverse perspectives and also highlight the perspective of the group(s) under study.

Courses appropriate to this category must meet at least one of the following criteria:

1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity;

2. Emphasize that interpretive systems and/or social structures are cultural creations;

3. Consider the similarities that may exist among diverse groups;

4. Develop an understanding of and sensitivity to issues involving human rights and migration;

5. Develop an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items.

At least one course selected by each student must provide an international perspective and/or comparative study of the history of culture(s) over time and place. Courses meeting the international requirement must focus on a group(s) outside of the United States or on cultural continuities and transformations.

**Computer Technology Competency**

**Definition of Computer Technology Competency:**

The computer technology entry expectations are designed to ensure that all incoming students will have sufficient skills and knowledge in the use of computers and associated computer technology to begin university study. Computer technology relates to both the hardware and software used in performing common computing tasks. The following standards identify essential skills for students' appropriate and responsible use of existing and emerging technology tools for communication, productivity, management, research, problem solving and decision making. Incoming students should take an online assessment of their knowledge of and competency in the eight computer skill areas listed below. Students meeting these entrance expectations will be better prepared to perform various computing tasks essential for a successful undergraduate experience. It is expected that incoming students who do not meet the minimum competency level in any of the eight computer skill areas will do so by the end of their freshman year. These skills may be developed in a variety of ways, for example through workshops and self-paced learning modules provided by the University.

**Entry Expectations:**

Students should demonstrate a basic understanding of and competency in computer technology in the following eight areas:

1. Computer Operation Basics;
2. Word Processing;
3. Presentation Software;
4. Spreadsheets;
5. Databases;
6. Graphics and Multimedia;
7. Internet - Web Basics;
8. Electronic Communications.

**Exit Expectations:**

Each major will establish expectations for the computer technology competencies of its graduates and will build the development of these into the major curriculum. These departmental requirements must be approved at the College or School level, in the same way that new 200 *2000+*level courses are approved.

**Information Literacy Competency**

**Definition of Information Literacy Competency:**

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Information literacy involves a general understanding of and competency in three integrally related processes:

- Information development and structure - an understanding of how information is created, disseminated and organized;
- Information access - an understanding of information communication processes and a facility with the tools required to tap into these processes;
- Information evaluation and integration - an ability to evaluate, synthesize and incorporate information into written, oral, or media presentations.

**Entrance Expectations:**

None

**Exit Expectations:**

Students should be able to meet the following expectations abstracted from the Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries. [Association of College and Research Libraries. (2003). Information literacy competency standards for higher education. Retrieved February 25, 2003. See also Standards Toolkit]

1. Define and articulate information needs.

2. Compare and contrast information resources across a variety of formats (e.g., journal, book, website, database).

3. Identify and use primary sources of information.

4. Describe the procedures for using sources of information in the major field of study.

5. Select effective approaches for accessing information.

6. Implement an efficient and effective search strategy.

7. Develop expertise working with a variety of information sources.

8. Evaluate information for consistency, accuracy, credibility, objectivity, innovation, timeliness, and cultural sensitivity.

9. Synthesize main ideas to construct new concepts.

10. Ethically and legally acknowledge information sources, following discipline guidelines.

11. Incorporate the information in the planning and creation of a product or performance.

12. Use a variety of information technology applications to effectively communicate project outcomes.

These skills will first be developed at a basic level with incoming students and then in a more advanced, discipline-specific manner within the majors. Basic information literacy will be taught to all freshmen as an integral part of ENGL 110/111 *1010/1011*, in collaboration with the staff of the University Libraries. Each major program will consider the information literacy competencies required of its graduates and build those expectations into the upper-level research and writing requirements in the major. These departmental requirements must be approved at the College or School level, in the same way that new 200 *2000+*level courses are approved. The subject area specialists at the University Libraries will provide support.

**Learning Modules:**

The University Libraries will create a series of interactive learning modules that will equip students with the information competencies that they need to succeed at the University of Connecticut. These modules will be integrated into the orientation program, the First Year Experience program and/or the first year composition courses. They will also be available for asynchronous learning at any time in the University Libraries or the Learning Center, and at the regional campuses.

**Quantitative (Q) Competency**

**Definition of a Q course:**

Q courses require the knowledge and use of mathematics and/or statistics at or above the basic algebra level as an integral part of the course. These courses might include comprehensive analysis and interpretation of data. The mathematical and/or statistical methods and skills required are those specific to the particular course and discipline.

**Criteria:**

Courses appropriate for a Q designation should have the following attributes:

1. Mathematics and/or statistics at or above the basic algebra level must be an integral part and used throughout the course;

2. Courses must include use of basic algebraic concepts such as: formulas and functions, linear and quadratic equations and their graphs, systems of equations, polynomials, fractional expressions, exponents, powers and roots, problem solving and word problems. Formal abstract structures used in symbolic logic and other algebraic analyses are acceptable;

3. Courses should require the student to understand and carry out actual mathematical and/or statistical manipulations, and relate them to whatever data might be provided in order to draw conclusions. Merely feeding numerical data into a program on a computer or a calculator to obtain a numerical result does not satisfy this requirement. Technology should be viewed as a tool to aid understanding and not as a driver of content.

**Entry Expectations:**

The present admission requirement for quantitative skills is the satisfactory completion of three or more years of high school mathematics course work including second-year algebra and first-year geometry. Students are strongly encouraged, however, to take four years of mathematics in high school. All students are expected to enter the University with a competency in basic algebra and quantitative reasoning as preparation for completing Q courses. All entering students will be evaluated for quantitative proficiency based on their Math SAT1 score and/or class rank.

**Exit Expectations:**

All students must pass two Q courses, which may also satisfy a Content Area requirement. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students whose high school algebra needs strengthening should be encouraged to complete MATH ~~104Q~~ *1011Q*: Introductory College Algebra and Mathematical Modeling, as preparation for other Q courses. Alternatively, students may take MATH ~~101~~ *1010*: Basic Algebra With Applications (a course that does not carry credit toward graduation). To receive credit for MATH ~~104Q~~ *1011Q*, it must be a student's first Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

**The University Quantitative *Learning* Center:**

Advisors may also recommend that students avail themselves of support services offered at the University Quantitative *Learning* Center in Storrs and at the regional campuses. The Quantitative *Learning* Center will be directed by a full time faculty member who will oversee the administration of diagnostic examinations, quantitative-skills tutorials, workshops,

modules, supplemental instruction, etc. The Quantitative *Learning* Center will also provide support to advisors and to faculty teaching Q courses on all campuses.

**Second Language Competency**

**Definition of Second Language Competency:**

Second-language competency prepares students for the increasingly multilingual challenges of involved exchanges of goods and ideas and for participation in local, regional and global affairs. It is thus an integral component of both liberal and practical education that contributes to students' articulateness in the second language and in their native language as well as awareness of the diversity of human cultures and languages.

The broad benefits of learning and using a second language can be obtained from the study of any one of a variety of languages: ancient or modern, written or spoken, less or more widely taught, verbal or sign.

**Entry Expectations:**

The admission requirement for second language skills is two years of study in a second language in high school or the equivalent. Students are strongly encouraged, however, to take three or more years of the same second language by the time they complete high school.

**Exit Expectations:**

Students meet the minimum requirement if admitted to the University having passed the third-year of a single second language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if students have successfully completed the third-year high school-level course. With anything less than that, students must pass the second course in the first-year sequence of college level study.

**Writing (W) Competency**

**Definition of Writing Competency for General Education:**

The writing across the curriculum W course requirements are designed to ensure that writing instruction continues after the Freshman English writing courses (English ~~110~~ *1010* or English ~~111~~ *1011*). As one of the fundamental ways through which academic disciplines explore, construct, and communicate their various forms of knowledge, writing is an essential component of a university education. The goals of the Freshman English seminars emphasize the need to "engage students in the work of academic inquiry through the interpretation of difficult texts, [to help them participate in] the issues and arguments that animate the texts, and [to reflect] on the significance for academic and general culture and for themselves of the critical work of reading and writing" (Freshman English Seminar Description 1). The W requirement extends that work to other courses with an emphasis on the significance of writing in individual major fields of study.

W courses should demonstrate for students the relationship between the writing in the course and the content learning goals of the course. Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of the course material. In addition then to the general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression, and the discipline specific format, evidentiary, and stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop both throughout their lives and careers after graduation.

The W requirement can be met in formats other than the standard three-credit course. For example, a department might add a fourth credit to a three-credit course to convert the course to a W; another department might adopt a portfolio assessment mechanism that requires substantial writing over a number of semesters' work in the major; and another department might organize a series of partial W courses in sequence that when completed would fulfill the W requirement.

The W requirement does not limit writing only to courses with a W designation; the requirement is designed to support and encourage writing instruction throughout the curriculum. Courses without a W designation, for example, still would commonly require that students write papers and essay examinations.

**The University Writing Center:**

Much of the outside-of-class work involved in writing instruction will be supported by qualified tutors in the University Writing Center at Storrs and the regional campuses. The center, directed by a senior, tenured faculty member with another faculty member as an assistant and a group of graduate student (and in some cases undergraduate) tutors from across the disciplines, will be a clearing house for writing issues throughout the University. The Director of the Writing Center will organize on all campuses faculty development workshops for W course instructors and will be responsible for organizing and supervising the W course instructor orientations/workshops. The Writing Center will train tutors, and the Writing Center office will house copies of all W course syllabi that have been approved by GEOC.

**Staffing:**

W courses normally will be taught by University of Connecticut faculty. When that is not possible, then qualified graduate students may be used to assist faculty in ~~200~~ *2000+*level W courses or, with faculty supervision, to teach a ~~100~~ *1000*-level W course.

All new instructors of W courses will be provided with a W course orientation. This orientation will be required of all teaching assistants assigned to assist in a ~~200~~ *2000+*level or to instruct a ~~100~~*1000*-level W course. The orientation will present the W course guidelines and the pedagogical strategies and learning outcomes of the Freshman English courses in order to provide the institutional context and rationale for the requirement. Detailed descriptions of the Freshman English courses and a copy of the writing handbook required of all students in Freshman English will be distributed at the workshop. All orientation materials will be made available to experienced W course faculty. Supplemental workshops will be offered throughout the academic year. All W course instructors will be invited to those voluntary workshops, which will be designed to support the teaching of writing.

**Departmental Responsibility:**

1. Each department must submit to GEOC a pedagogically sound plan for all W courses approved for the major. That plan must include specific courses and a brief rationale for how those courses are central to the major.

2. All plans that involve fulfilling the W requirement within each department (the preferred plan) or that link to courses in other departments must be submitted to the GEOC W course subcommittee for review and the GEOC for final approval.

3. Any changes in previously approved W courses that substantially alter the mode of writing instruction must be submitted to GEOC for review.

4. If a department desires to approve one or more W courses taught in other departments as a part of its own major requirements, the outside departments must agree to such arrangements.

5. Courses at the ~~100~~ *1000*-level taught by TAs or ~~200~~ *2000+*level courses with TA help must have a mechanism for TA supervision approved by GEOC.

**Criteria:**

Courses (and their equivalents) appropriate for a W designation should:

1. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness;

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2. Address writing in process, require revision, and provide substantial supervision of student writing. (The structure of revision and supervision may vary, including in- class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.);

3. Have an enrollment cap of nineteen students per section;

4. Make explicit the relation between writing and learning in the course;

5. Articulate the structure of supervision of student writing;

6. Explain the place and function of revision in the course;

7. Detail how the page requirement will be met;

8. Require that students must pass the writing component in order to pass the course.

**Entry Expectations:**

1. Freshman English placement options for first year students at the University of Connecticut will vary depending upon their incoming qualifications.

Honors:

Honors Students may choose English ~~250~~ *3800*, a three-credit seminar taught by full-time faculty, to fulfill the Freshman English requirement.

SAT Placement Scores:

Students with Verbal SAT (VSAT) scores of 430 and below are automatically placed in English ~~104~~ *1004*. There is no pre-class appeal. Student writing is evaluated after the first week of the term. In rare cases it is possible, based on that writing and with the approval of the Director of Freshman English, for a student to be moved into an English ~~110~~ *1010* or ~~111~~ *1011* section.

Students with VSAT scores of 440-540 have the option to enroll in either English ~~104~~ *1004* or English ~~110~~ *1010* or ~~111~~ *1011*. Student writing is evaluated after the first week of the semester and all inconsistencies brought to the attention of the Director of Freshman English. At this point a student may be placed in a course more appropriate to his or her writing. All students who remain in English ~~104~~ *1004* must pass that course in order to move on to English ~~110~~ *1010* or ~~111~~ *1011*.

Students with VSAT Scores above 540 have the option to enroll in either English ~~110~~ *1010* or ~~111~~ *1011*.

2. Connecticut Community College Transfer Students:
There is an articulation agreement with each community college that prescribes which two, three-credit community college courses fulfill UConn's Freshman English requirement. Four of these six credits count toward the four-credit Freshman English requirement; the other two credits come in as elective.

3. Transfer students from other Connecticut colleges and from out-of-state:
These students are assessed on a case-by-case basis by the Director of Freshman English.

**Exit Expectations:**

1. All students must take either English ~~110~~ *1010* or ~~111~~ *1011*. Students with Advanced Placement English scores of 4 or 5 and students passing English ~~250~~ *3800* are exempted from the English ~~110~~ *1010* or ~~111~~ *1011*  requirement.

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2. Additionally, all students must take two writing-intensive courses, one of which must be approved for the student's major (see Departmental Responsibility above). These courses may also satisfy other Content Area requirements. (Note: English ~~110~~ *1010* or ~~111~~ *1011* is a prerequisite to all writing-intensive courses.)

3. A writing-intensive course approved for the student's major does not have any credit-hour restriction, but it is to be at the ~~200~~ *2000+* level.

# Faculty Standards Committee
## 2009 Annual Report to the Senate
## December 14, 2009
Submitted by Kathleen Segerson, Chair 2009-2010

**Committee Charge**

This committee shall continuously review University policies and practices relating to tenure, academic freedom, workloads, rank and promotion, remuneration, retirement, and other matters affecting the faculty and shall propose any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations on these matters. The committee shall include two undergraduate students and one graduate student. It shall make an annual report at the November meeting of the Senate. (http://senate.uconn.edu/faculty.htm)

**Committee Members (2009-2010): *Kathleen Segerson, Chair**; **Alexandra Albini, Undergraduate Student**; ***Amy Anderson**; ***Lawrence Armstrong**; **Maya Beasley**; **Kristy Belton, Graduate Student**; **Nancy Bull, representative from the Provost's Office**; **Arthur Engler**; ***Harry Frank**; **Anita Garey**; ***Kathleen Holgerson**; ***Eric Jordan**; ***Kazem Kazerounian**; ***Charles Lowe**; ***Suman Majumdar**; **Skyler Marinoff, Undergraduate Student**; **Girish Punj**; ***Del Siegle**; **Gaye Tuchman**; **Cheryl Williams**; ***Cyrus Ernesto Zirakzadeh** (**\*Senate members**)

## Issues Before and Activities of the FSC (2009-2010)

### 1. PTR Forum

The sixth annual PTR forum was held on April 18, 2009. The forum was well attended and well received. The next PTR forum is scheduled for April 16, 2010.

### 2. Student Evaluation of Teaching

Several meeting were devoted to the discussion of the Gender and Racial Bias in the Student Evaluation of Teaching. Several people either testified or submitted statements to the Committee. These included, among others, Dean Jeremy Teitelbaum, Department of Sociology chair Davita Glasberg and Sociology Professor Noel Cazenave. The Committee also reviewed several studies on the matter. The Committee submitted to the Senate a set of recommendations.

The Senate turned down the recommendations and adopted a motion to establish a subcommittee of the Faculty Standards Committee devoted the evaluation of teaching.

The Committee has established this subcommittee.  Its members are:  Suman Majumdar (chair), Lawrence Armstrong, Kristy Belton, Catherine Ross, Del Siegle, Gaye Tuchman, and Cheryl Williams.  The subcommittee has begun to address its charge, which the Committee interpreted to include both a review of existing student evaluations (including the recently piloted new form) and a consideration of the feasibility of other teaching assessment tools.  As a first step, it has brought a motion to the Senate recognizing the two different roles of teaching evaluations: formative and summative.

The Committee was also briefed by Pam Roelfs and Cheryl Williams on the new student evaluation of teaching form. The form was pilot tested during the spring semester.  A subsequent briefing by Helen Jane Rogers provided a report on the outcome of the pilot study.  These results are being considered by the subcommittee in its deliberations.

## 3.  PTR

Vice Provost Veronica Makowsky briefed the Committee on issues related to PTR. The following statements were made:

1. Promotion and tenure may be separated, according to the University's By-Laws. However, for tenure separate from promotion, a compelling case has to be made.
2. No extra year of research productivity is expected when the tenure clock is stopped for a child birth or adoption. It is agreed that this fact should be made clear at the next department heads meeting.
3. The proposed standard letter requesting reference letters in the PTR process was discussed and several suggestions were given to Vice Provost Makowsky.


The Committee also discussed the two proposed options of including Patents in the PTR form:

Option one: B. Scholarship and Creative Accomplishments, 2. Scholarly/Creative Record, "h. Awarded Patents"
Option two: B. Scholarship and Creative Accomplishments, "10. List Awarded Patents"

The Committee voted to recommend option one. The Senate voted to adopt the Committee's recommendation.

The Committee was also asked to review proposed changes to the PTR process document for the Provost's homepage.  The Committee raised concerns about both the tone of some of the proposed changes, which appear punitive and demeaning to department heads, and some of the specific language, including language in this document that is not part of the proposed changes. The Committee believes that some of the language is confusing and/or inconsistent with actual practice in some schools/colleges.  The Committee has therefore appointed an ad hoc

subcommittee, chaired by Cyrus (Ernie) Zirakzadeh, to examine this document in more detail and report back to the Committee with recommendations on improving the document.

## 4. Disposal of Examination Copies of Textbooks

After consultation with Rachel Rubin and Tom Callahan, it is determined that the University policy is not to sell examination copies of textbooks. However, such copies can be donated or recycled.

## 5. Faculty Diversity

The Committee discussed the issue of the low numbers of minorities and women in the faculty, especially among senior tenured faculty. The Committee decided that the issue is more in the terms of reference of the Diversity Committee. Hence, the matter was referred to the Diversity Committee.

## 6. Faculty Leaves

Vice Provost Nancy Bull and Associate Vice president Donna Munroe briefed the Committee on family leaves. The leaves are governed by Federal and State laws as well as University By-Laws and the AAUP contract. HR has setup a website that employees can consult and is also preparing a guidance document.

Several questions were raised about the impact of the six weeks maternity leave on teaching. It is felt that a six weeks absence of an instructor can be disruptive to the learning process. In such case should the instructor be given alternative non-teaching duties during the semester of the maternity absence? It is also recommended that the deans and the Provost should pay for substitute instructors to avoid different practices by different departments and schools, which can be construed as discriminatory.

## 7. Compliance Training Policy

The Committee discussed the proposed policy on penalties for non-compliance with the requirement for fiscal and ethics training. The Committee raised questions about the need to combine the fiscal and ethics training and the need for annual ethics training. The Committee invited Ilze Krisst to its March 5th, 2009, meeting to discuss the issue. Unfortunately, the discussion of the first item in the agenda, student evaluation of teaching, ran beyond the meeting time and we did not get the chance to discuss the matter with Ilze Krisst.

## 8. Risk Management Issues

As an outcome of deliberations by an Ad Hoc Committee on Risk Management chaired by Nancy Bull, Nancy asked the FSC to consider the development of a policy on faculty misconduct related to teaching and outreach.  During two meetings, the FSC discussed the need for such a

policy, as well as the difficulties that would likely arise in developing one.  The Committee will be considering this further, including possible draft language, at a subsequent meeting.

In a related request, Nancy Bull also asked the FSC to consider the development of a Faculty Handbook related to risk management.   While in principle the Committee agreed that such a Handbook could be useful, it did not feel that the FSC was the appropriate body to pull together this information.

### 9.  Course loads and gender/racial composition of assistant professors in residence

The Committee considered concerns that were expressed to the Senate about recent changes in course loads for assistant professors in residence (APiRs).  The concern was raised primarily because of alleged diversity implications. The Committee noted that these positions are used in different ways in different units and are not always filled by new PhD's seeking to secure full-time tenure track positions.  Thus, it felt that a general statement about appropriate teaching loads could not be made.  With regard to the diversity concern, the Committee felt that this was best addressed by the Senate Diversity Committee, and asked that the issue be referred back to that committee.

### 10.  Faculty Consulting

The Committee requested and received a briefing by Ilze Krisst regarding proposed changes to the faculty consulting policy.  The briefing was for informational purposes only, since the FSC had not been asked to provide input.

### 11.  Non-Retaliation Policy

The Committee was asked to review the newly adopted Non-Retaliation Policy.  The Committee had only minor comments on the policy, which were sent to the Senate Executive Committee.

### 12.  Issues for Subsequent Meetings

Issues that have been raised as possible agenda items for future meetings include:  maternity leaves (differences across units), intellectual property rights, and disciplinary actions for Compliance Training Policy.

ATTACHMENT #26

**Institute for Teaching & Learning (ITL)**
**Report to the University Senate**
**December 14, 2009**

Our mission began as a faculty and TA support unit mainly . .
. . now supports faculty, graduates & TAs, and undergraduate students at Storrs, the
Regional Campuses and High Schools. It also provides support and advice to School,
Colleges, and Departments on teaching technologies as well as working with Facilities
and Architectural Services.

There is a wide range of activities in which I and my staff are involved, below is a broad
sampling of our activities.

- From day 1, I organize the New Faculty Orientation of which a significant part is
  to explain the support role ITL provides to faculty.

- We provide instructional design to faculty whether it be on-line, face-to-face, or
  blended courses. We have done this across many schools & colleges and all
  regional campuses. We continue to work with individual faculty and provide
  some help to CCS.

- We are currently responding to the Provost's online committee in preparing to
  create a number of rigorous structured courses to UConn and national standards.

- Our Instructional Design & Development (IDD) unit also supports faculty who
  are developing courses through the Provost's competition.

- We are working with faculty who are engaged with Service Learning courses at
  Storrs, Waterbury and the GHC.

- We have an Adjunct Faculty Associates support program that has had
  participation from all the Regional Campuses. We also support a number of
  Regional Campus initiatives at Avery Point and Waterbury.

- Steve McDermott is located part-time at the GHC to train faculty and students and
  to be our general liaison person. In addition Lisa Zowada, previously one of our
  Adjunct Associates is working specifically with faculty at the Waterbury campus.

- We created a Winter Teaching Institute, held the day before the Spring semester.
  85 faculty attended – many from the UCHC. January 2009's topic was Inclusive
  Teaching and attracted 60 faculty. This year our topic is Teaching Large Classes
  and, of 7$^{th}$ December, we have 50 enrolled.

- We provide individual faculty with instructional support, with consultations and
  classroom visits at all campuses.

- Lunchtime seminars are provided each semester both at Storrs and at the Regional Campuses.

- Book reading groups and regular interactive sessions in Learning Communities are also held. A Technology FLC has been held since my last report.

- We continue to provide workshops for departments and campuses covering a range of pedagogical and technological topics. We are preparing a January 13th retreat with the Pharmacy faculty.

- Our Instructional Resource Center (IRC) has software and hardware support and is the center for HuskyCT/Blackboard and E-Portfolios. This supports faculty and graduates. Support for a range of communication and interactive mechanisms such as Wiki, Ning, Facebook, YouTube, and Podcasting are also provided.

- Clickers (CPS) have now become part of the University's classroom tools and both the IDD and IRC are involved in training faculty and implementing the technology.

- On the other side of the Fairfield Road logo, in the HB library, is the Learning Resource Center that provides WebCT/Blackboard, email, CPS and ePortfolio help and instruction for undergraduates. This has recently been augmented by the video editing suites for high-end media creation.

- In the same area the Writing Center and Quantitative Center provide tutoring for the undergraduates.

- The Learning Commons is strongly supported by the library and staff and is overseen by a Council of HBL and ITL members.

- Additionally, we have updated the Computer Technology Competencies with 40 new tutorials that utilize Web 2.0 technologies. These were released to Spring 2009 newly admitted students this morning (November 3rd).

- Teaching Assistants obtain instructional preparation prior to entering the classroom through our TA training sessions in August and January.

- The International TAs have earlier training on culture, language, and pedagogy in August.

- While TAs are welcome at the regular lunchtime seminars we also provide on-demand departmental instructional sessions.

- I offer 3 graduate (EDCI) courses in teaching and learning, the Wednesday evening 2-hour class is now in its 23rd semester. The second Seminar class is

capped at 8 and full every semester. I have 6 independent study students.

- We created a GRAD 5915 course as the core course for the Graduate Certificate in College Instruction. 37 students have now taken this course for which a certificate in now available. Approval was made by the BOT in May 2009.

- Media Design delivers a Comm Sci TV class each semester (though it was been cancelled for Spring/Fall 09). The studio is under renovation for safety issues and will be in full operation in the Spring of 2010. A significant gift from NBC has provided us with equipment that will enable us to supplement the CommSci course with a new course segment now in discussion with the Journalism department.

- Media Design creates media productions for many units around the campuses, both academic and administrative. The Graphics & Photo section support students with training on digital media and creates many posters for graduates and faculty for conference poster sessions.

- All the high technology classrooms at all the undergraduate campuses are our responsibility. We provide designs, do all installs, upgrades, and maintain these instructional facilities. Our responsibility extends to over 175 technology classrooms.

- This year we are focusing on maintenance and up-grades for technology classrooms. We continue to utilize "swing" space in the former Puerto Rican Latin American Cultural Center in order to renovate classrooms throughout each semester.

- We have introduced more "tech-ready" classrooms at Storrs and some regional campuses.

- We are also responsible for the planning of the 40 new classrooms and theatres to be build in the West and East buildings of the SSH project.

- In addition we continue to use the duo video system and we have significantly updated our hardware and software for interactive TV (iTV) courses which is mainly use by Marine Sciences, Nursing, Pharmacy and Family Studies – typically 19 courses per semester.

- This facility is also used for dissertation defenses and general video conferencing, now up to the level of about 100 per semester.

- We have installed a video conferencing capable conference room to help alleviate the strain on our iTV classrooms.

- We have supplied portable iTV units to all campuses to allow easier communication between the administration without travel.

- The University Writing Center provides discipline-specific tutoring for students at Storrs and the Regional Campuses; the center also offers workshops on writing pedagogy for faculty and graduate students who teach W courses.

- The Quantitative Learning (Q) Center continues to experience rapid growth in the number of visits by students seeking tutoring this semester. We expect this semester's total to reach 11,000 visits though this could have reached 13,000 if we had sufficient tutors to meet actual demand. Visitors come on average 5 times per semester, and tutors are typically juggling 5-15 visitors at any given time, so the system is strained. The Q Center provides tutoring for most lower-division Q courses, mainly in MATH, CHEM, PHYS, and STAT. Q is looking to further develop support for the Regional Campus students, but has limited on-site help. Currently 2/7 of an Assistant Professor in Residence at West Hartford, Esteban Diaz, is dedicated to Q tutoring support, but this position is ending next spring. We have an undergraduate tutor training course (Methods of Q Tutoring) taught as an INTD 3995 (for one credit) at least one semester each academic year.

- In the Office of Educational Partnerships, the Early College Experience program is working with the State's High Schools and Teachers to provide UConn course experiences to students – at low credit cost.

- An orientation and advising services are now in place for high school students who come to campus to take courses.

- Here are some more of our numbers

    o We serve about 350 new TAs with training, testing, and advice each year.
    o We offer classes in oral English proficiency and accent modification each semester.
    o We have about 8 pedagogical and technical 9 lunchtime seminars each semester for faculty and grads.
    o We have responsibility for 20 on-line BGS GenEd courses.
    o Through our 175 high-tech classrooms – at all campuses - we serve 20,000 undergraduates, 1500 TAs, and a 1200 faculty.
    o We facilitate the delivery of, on average, 19 iTV classes per semester.
    o We provide seminars and training on pedagogical and technical issues including WebCT/Blackboard to all faculty at undergraduate campuses.
    o Since the start of classes LRC has had 500 students helped through phone, e-mail, instant messaging and walk-in.
    o IRC – 2,250 instructor contacts through phone, e-mail, and walk-in. 10 HuskyCT workshops in Storrs and 8 remote or on site workshops to Waterbury, Torrington, and West Hartford.

- At least 11,000 tutoring occurrences are expected to be done by Q tutoring staff this semester.
- W tutoring are for longer sessions but we expect at least 1,500 individual sessions this semester.
- Also the W center runs 6 seminars per semester for faculty and a full-day orientation for graduate TAs in August (65) and January 08 (expect 40-50)
- 300 students will have been helped at the LRC help desk by Christmas. 123 students have attended 14 workshops.
- Our Early College Experience program has over 7000 students in 130 state schools taught by over 600 teachers achieving over 40,000 credits

- Our greatest challenges
  - Keeping up with classroom installation, maintenance, and upgrades
  - Limited staff supporting technology at Storrs as well as at the Regional Campuses
  - iTV use has reached the boundary of our resources
  - Support for effective large class instruction for increasingly stretched faculty
  - Providing adequate support for the Regional Campuses
  - Accommodating service in the Q-Center growth
  - General issues regarding space for our wide range of activities

Respectfully submitted
Keith Barker