

March 2003

Minutes March 10, 2003

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MINUTES OF A MEETING OF THE UNIVERSITY SENATE

The regular meeting of the University Senate of March 10, 2003 was called to order at 4:04 p.m. in Room 7, Bishop Center by the Moderator, Ms. Spiggle.

1. It was moved that the Minutes of the regular meeting of the University Senate of February 10, 2003 be approved as distributed.

The motion passed.

2. The Report of the President was presented by President Austin. He reported on the following items:

-The AAUP membership has approved the one-year pay freeze for the coming fiscal year.

-The University is not affected directly by the proposed merger of the other Higher Education agencies and institutions in Connecticut proposed by the Governor.

-The proposed State match for donated funds has been delayed indefinitely due to the State budgetary difficulties.

-To date, the University has received 46% more student applications than last year. President Austin reports that applicant scholastic standing compares favorably to last year's applicants.

3. The Report of the Senate Executive Committee was presented by Mr. Faustman.
(See Attachment #23)
4. The Annual Report of the Growth and Development Committee was presented by Mr. Clausen.
(See Attachment #24)
5. The Annual Report of the Student Welfare Committee was presented by Mr. Kennedy.
(See Attachment #25)
6. The Annual Report of the Scholastic Standards Committee was presented by Mr. Gianutsos.
(See Attachment #26)

7. The Report of the Scholastic Standards Committee was presented by Mr. Gianutsos.
(See Attachment #27)

a. He moved that "The Scholastic Standards Committee recommends the following changes to the Senate By-Laws, Rules and Regulations (changes in italics).

II.B. Academic Advising and Registration

4. *Credits Permitted in a Semester*

A student will be considered a full-time student if he or she initially registers for and is enrolled for at least 12 credits at the end of the fourth week of the semester. Courses for which credit restrictions apply count for full credit for registration purposes, but may not be applicable toward the degree. In all schools and colleges, except Engineering, *Fine Arts*, and Pharmacy, the maximum number of credits for which a student may register or be enrolled shall be 17, unless he or she is enrolled in credit-bearing courses in Basic Military Science, or has earned, in the last semester for which grades are available, a grade point average of at least 2.6, in which case the maximum credits shall be 18. In these schools, no entering freshman may register for or be enrolled in more than 17 credits unless he or she is enrolled in credit-bearing courses in Basic Military Science, and no student may register for or be enrolled in more than 18 credits.

In the Schools of Engineering, *Fine Arts*, and Pharmacy, no student may register for or be enrolled in more than 19 credits unless he or she is a junior or senior and has earned a grade point average of at least 2.6 for the last semester for which grades are available, in which case the maximum number of credits shall be 21.

Exceptions to the regulations on credits permitted in a semester may be made by the dean of the school in which the student is registered after the student has consulted with the advisor.

Credits registered for or earned toward the degree by undergraduate students in independent study, variable, and special topics courses shall be limited to a maximum of six in any one semester. Permission to exceed this limit may be granted by the dean of the school or college in which the student is enrolled after the student has consulted with the advisor.

No student may earn more than seven credits in any six-week summer session.

The motion passed.

b. For the information of the Senate, the Committee has approved S/U grading for Chemistry 295.

8. The Report of the Curricula & Courses Committee was presented by Mr. Frank.
(See Attachment #28)

a. He moved approval of the following new 100-level course:

MAST 101. Introduction to Maritime Studies

The motion passed.

b. For the information of the Senate, the following 200-level courses have been approved for the listed skill designations:

GEOL 274Q. Physics of the Earth's Interior
GEOL 276Q. Fundamentals of the Planetary Science
GEOL 277Z. Exploration Seismology.
GEOL 278Z. Applied and Environmental Geophysics
MAST 2XXW. Maritime Studies Capstone Seminar

c. For the information of the Senate, the Committee approved the following changes in title, credits, course description, prerequisite, consent provision, and/or skill provision for the following courses:

PHRM 254W. Therapeutics II
CE 251/ENVE 251. Probability and Statistics in Civil Engineering
CE 254. Transportation Facilities Design
CE 271. Geomatics and Spatial Measurement
ECE 210W. Electrical Circuits
ECE 262W. Switching and Digital Electronics Design Laboratory
MMAT 201. Materials Science and Engineering I
MMAT 236W. Materials Characterization
MMAT 243. Introduction to Structure, Properties, and Processing of Materials I
MMAT 244. Introduction to Structure, Properties, and Processing of Materials II
MMAT 284. Materials Characterization and Processing Laboratory
SOCI 265W. Complex Organizations

d. For the information of the Senate, the Committee approved dropping the skill designations for the following courses:

GEOL 264Q, 266Q, 267Z, 268Z.
MMAT 283 being replaced with MMAT 284.
MGMT 276W.

e. The Report of the General Education Oversight Committee of the Curricula and Courses Committee was presented by Ms. Kelly.

(See Attachment #29)

She reported that GEOC has 9 subcommittees, 4 working on the group Content Areas and 5 working on the Competencies areas.

She reported the following:

The GEOC reviewed the General Education document approved by the University Senate on May 6, 2002, and prepared a revision of that document for the sake of clarity. The following adjustments in form and style were made for this revision:

- Removed background and historical comments.
- Changed the verb tense from future to present.
- Pared back verbosity.
- Reorganized the material to present information on Content Areas, Competencies, and Principles for the General Education Curriculum into three separate segments.
- Moved sections containing details specific to individual Content Areas or Competencies to Part C of the document. (This section is under development by the nine Content and Competency subcommittees.)
- Reorganized the Implementation section into chronological order.

She moved, and it was seconded, to accept the revised document based on the 6 bulleted areas.

Mr. O'Donnell moved to return the GEOC document revisions back to the Curricula and Courses Committee.

It was moved to close debate.

The motion to close debate passed.

The motion (O'Donnell) failed.

The original motion (Kelly) passed.

Ms. Kelly moved an amendment to the Content Area Operating Principles of the General Education Requirements as revised by GEOC on February 26, 2003, as follows:

(See Attachment #30)

Delete the following from the May 2002 General Education document:

"h. All students are encouraged to take one course in environmental literacy, one course in history, and one course in philosophical and ethical analysis (all broadly construed)

and substitute the following:

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

It was moved to Add a new Item i. to the GEOC proposal, as follows:

"i. General education courses, where appropriate, should be designed to meet one or more of the following goals:

- a. Develop critical judgment through the identification, analysis, and evaluation of different assumptions, principles, and/or values that may guide some area of human activity.
- b. Develop a historical informed understanding of some area of human activity
- c. Develop an understanding of the relationship and/or interactions between some areas of human activity and the natural environment."

Mr. O'Donnell moved to refer the above motions regarding items h. and i. back to the Curricula & Courses Committee for further review.

The motion (O'Donnell) passed.

Ms. Kelly moved substituting the following changes to clarify items in the General Education Guidelines:

- On Page 4, under Writing Exit Expectations, b.2, replace:
"Every undergraduate will be required to take at least one writing-intensive course during his or her final sixty credits of study. This course does not have any credit-hour restriction, but it is to be in the student's major field of study. It will count as one of the two required writing-intensive courses that every undergraduate student must complete before graduation."

with the following:

“Every undergraduate must take at least one writing-intensive course approved for the student’s major. This requirement does not have any credit-hour restriction, but it is to be at the 200s level.”

Mr. O'Donnell moved to return the above motion to the Curricula & Courses Committee.

The motion (O'Donnell) failed.

Mr. Nichols moved to postpone discussion on the motion (Kelly).

The motion (Nichols) passed.

Ms. Kelly proposed the following changes to clarify items in the General Education Guidelines:

- On Page 6, under Information Literacy Exit Expectations, departmental requirements should be approved by Schools/Colleges to parallel the criteria approved for Computer Technology.

The motion passed.

Ms. Kelly proposed following changes to clarify items in the General Education Guidelines:

- On Page 9, in Part B, Implementation Items 1 and 2, the language was made consistent with the paragraph on Page 8 on committee membership that follows the GEOC charges, as follows:

“The GEOC shall establish a set of faculty sub-committees to determine and continue to review entrance and exit expectations for each of the five skill areas.” and

“The GEOC shall establish four faculty sub-committees to establish the criteria for all courses to be approved for each of the Content Areas. Each of these sub-committees must be representative of all the Schools and Colleges, and should be limited to a workable number.”

with:

“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.” and

“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.”

The motion passed.

Ms. Kelly proposed the following changes to clarify items in the General Education Guidelines:

- On Page 9, in Part B, Implementation - Items 1 and 2, the word “faculty” should be struck from the reference to the subcommittees because a student representative on GEOC is referred to in the “Terms of appointment” paragraph of Page 8 that follows the GEOC charges.

The motion passed.

Ms. Kelly proposed the following changes to clarify items in the General Education Guidelines:

On Page 7, under Course Accessibility, replace the following language:

“While courses approved for the GER should generally be an introductory level, 200-level course may also be included in Group Four. Courses approved for the GER may be both discipline based and interdisciplinary courses.”

with

“In Content Area Groups One, Two and Three, GER courses cannot have prerequisites except for other General Education courses. Group Four may also include courses with prerequisites outside of General Education courses.”

The motion passed.

9. Unfinished Business - None

10. New Business

a. Report of the Academic Plan Task Force was presented by Karla Fox. In the interest of time, Ms. Fox briefly made three points:

1. The timeline for consideration of the Academic Plan Task Force report is short.
2. Faculty/Staff input is critical.
3. The Master Plan will be based on academic plan principles. A revised master plan will be forthcoming.

The Task Force report may be found at the following web site:

<http://www.chancellor.uconn.edu/aptfhome.html>

11. It was moved to adjourn.

The motion carried.

The meeting was adjourned at 6:05 p.m.

Respectfully submitted,

Kim Chambers, Co-Secretary

The following members and alternates were absent from the March 10, 2003 meeting:

Alissi, Albert	Goodwin, Paul	Phillips, Jerry
Anderson, Gregory	Greger, Janet	Purzycki, Jason
Armstrong, Lawrence	Halvorson, Peter	Ratcliff, Kathryn
Aronson, Lorraine	Householder, George	Reis, Sally
Bowman, Larry	Hussein, Mohamed	Ross, Stephen
Bravo-Ureta, Boris	Kurland, Michael	Saternow, Timothy
DeTora, Bruce	Miniutti, Peter	Singha, Suman
Dreyfuss, Dale	Muirhead, Deborah	Stephens, Robert
Finkelstein, Adam	Paul, Jeremy	Stwalley, William
Flanery, Trudy	Petersen, John	Vicky Triponey
Givens, Jean		David Wagner

ATTACHMENT #23

Report of the Senate Executive Committee

Presented at a regular meeting of the University of Connecticut Senate
March 10, 2003

Since the February 10th meeting of the University Senate, the SEC gathered for 2 regularly scheduled meetings. In addition to reports from the Chairs of the Senate Standing Committees, there was:

1. A report by Vice-Chancellor Maryanski and Mr. Jarvi, Director of ACES, that summarized the contents of a Draft Advising Plan.
2. Considerable discussion about snow removal from walkways, and the occurrence of illegal parking, primarily on weekends that has resulted in blocked fire lanes.
3. Discussion about the establishment of “free speech areas”. The SEC has been encouraged to develop a proposal for construction of a concrete podium, similar to one at UW-Madison, to be placed in the open area just north and adjacent to the Homer Babbidge Library.
4. Implementation of the search process for Arlene Michaud’s replacement. To date, several applications have been received; a review of all applications will begin after March 14th. The Search Committee is comprised of the SEC members and a representative of the Chancellor’s office.

Respectfully submitted,

Gregory J. Anderson
Rajeev Bansal
Pamela Bramble
John T. DeWolf
Jane Goldman
Scott E. Kennedy
Jason Purzycki
Sally Reis
C. Ernesto Zirakzadeh
Cameron Faustman, Chair

ATTACHMENT #24

ANNUAL REPORT
 SENATE GROWTH AND DEVELOPMENT OF THE UNIVERSITY COMMITTEE
 March 10, 2003

The Senate Growth and Development of the University Committee has the responsibility of keeping under review the general changes, actual and prospective, of the University over time. During the 2002-2003 academic year the Committee held several meetings and considered a variety of issues, including:

VISITING SCHOLARS: The Committee continues to promote enhancement of a program for visiting scholars at the University. The Committee has requested space for visiting scholars. Committee members participate in a Visiting Scholars Housing Committee.

UNIVERSITY DAYCARE CENTER: A resolution requesting the Chancellor's assistance in resolving daycare issues was prepared. The resolution passed the senate.

UCONN 2000 and 21st Century UConn: The Committee has continued review of the status and progress of UCONN 2000. Assoc. Vice Pres. Karla Fox updated the Committee on progress on two occasions. The Committee will shortly receive a presentation regarding the downtown redevelopment planning.

ACADEMIC PLANNING TASK FORCE: The Committee heard from Assoc. Vice Pres. Karla Fox regarding the task force. The Committee is preparing a response to the task force.

ENROLLMENT: The Committee is discussing the effects of enrollment pressures on the growth and development of the University.

The Committee would especially like to thank Arlene Michaud for her assistance to the Committee this year and every other year.

Respectfully Submitted,

Rajeev Bansal
 Barbara Believeau
 Laurie Best
 Boris Bravo-Ureta
 Marie Cantino
 Louis Edouard
 George Householder
 James Iwin
 Quetin Kessel
 Jeremy Paul

Stephen Ross
 Salvatore Scalora
 Joseph Smey
 Linda Strausbaugh
 William Stwalley
 Michael Tremmel
 Dana Wilder
 Philip Yeagle
 Ernesto Zirakzadeh
 John Clausen, Chair

ATTACHMENT #25

2002/2003 Annual Report – Senate Student Welfare Committee

The Student Welfare Committee discussed a number of issues this past year and reports the following:

- **Noise ordinance** – follow-up of last year’s recommendations regarding free speech areas and decibel levels. *Recommendation: Assure that “free speech areas” are appropriately included and established as part of the on-going campus construction program.*
- **Alcohol and drug issues**- discussion of Spring weekend and various alcohol and drug issues. Dissemination and review of Core Survey. Discussion of alcohol.edu program for freshmen. Committee will be meeting with Dean of Students John Saddlemire and will be reviewing recommendations of the Alcohol Task Force
- **Revision of academic calendar** – discussion of ramifications of the revised academic calendar
- **Adequacy and condition of classrooms** – discussion of the condition of many of the classrooms and its impact on student’s ability to learn. Committee will be meeting with Keith Barker.
- **Safety issues** – safety on campus and sexual assaults were discussed
- **Housing issues**- Carole Henry, Director of Residential Life, was invited to discuss a number of relevant housing issues. She presented information about the current housing situation; current construction projects and future plans. She noted that the undergraduate populations is the priority at this point, but that ultimately, additional housing will be released for graduate students and families. There was a great deal of discussion about the problems inherent with “residential quality” construction, as opposed to “institutional quality” construction. In order to meet the housing demands of increasing undergraduate enrollment, while at the same time responding to their desire for apartment living in an era of declining resources, there has been an increased reliance on residential quality housing. This short-term solution concerns the committee. *Recommendation: The university should reassess its philosophy of constructing residential quality housing which responds to short-term needs.*
- **Parking/safety issues** – discussion of fire safety issues when parking is permitted in fire lanes during athletic events and when parking rules are not enforced on nights and weekends. Looking in to feasibility of allowing students to park in garages at night for reduced rates as a safety factor.

- **Emergency preparedness**- discussion of the university's plan for administering smallpox vaccinations as part of a mass vaccination program in case of a bio-terrorism event. There is a concern that that the administration has not communicated to the university community its plans for emergency preparedness in case of events related to terrorism. Recommendation: The university administration should communicate emergency preparedness plans to the university community.
- **Student Representation** – there is a concern that there has been no graduate student representation and that we also really need student representation from undergrads and grads at all meetings in order to accomplish our mission.

Submitted by Senate Student Welfare Committee:

Michael Kurland, Chair	Pam Schipani
Beverly Koerner	Robert Thorson
Charles Vinsonhaler	Rodney Rock
Donna Korbel	Scott Kennedy
Joseph Madaus	Steven Wisensale
Kathryn Ratcliff	Trudy Flanery
Kim Chambers	Joanne Lewis
Michael Nichols	Izabella Stanczykiewicz
Larry Bowman	

ATTACHMENT #26**Annual Report
Scholastic Standards Committee
University Senate
March 10, 2003**

The Scholastic Standards Committee met 10 times since the last Annual Report of February 11, 2002.

Items Previously Acted Upon by the Senate:

- The bulk of the committee's efforts in the past year focused on a proposal for a new academic calendar. The committee's recommendations were amended and approved by the Senate at its meeting of October 21, 2002.
- The committee considered some unintended consequences of the new course repeat rule and a report was given to the Senate at the November 11, 2002 meeting. Further issues related to this rule are continuing.
- A proposal to increase the maximum number of semester credits for students in the school of Fine Arts was approved and is presented to the Senate at its March, 2003 meeting.

Other Action Taken By SSC:

- A proposal to eliminate the "X" grade was rejected by the committee.
- The committee re-considered the policy on bunched final exams, in light of an anticipated increase in impact on students as a result of the calendar change. The committee agreed to postpone recommending changes in the policy until one cycle of exams under the new calendar has been completed.
- The committee requested that the Senate Executive Committee name an ad hoc committee to evaluate the intersession course offerings. This committee has recently been formed and is beginning its task.

Items Addressed by Scholastic Standards and Provided as Information to the Senate:

- The Committee approved S/U grading for Chemistry 295.
- Membership on the Honors Board of Associate Directors was reviewed and approved.

Issues Currently Under Consideration:

- The committee is considering a proposal to modify the reporting of mid-term grades in 100's level courses and anticipates bringing a proposal before the Senate in April or May.
- A broad range of issues related to plagiarism are being considered by the Committee and a subcommittee has been formed which is currently studying the scope of the problem. Recommendations are expected this year.
- The Committee will be discussing the recent external review of the University's Honors Program.
- The committee may begin discussing the issues of class attendance and grade inflation.

Respectfully submitted,

Irene Brown	Krista Rodin
Michael Cutlip	Stuart Sidney
John DeWolf	Blanca Silvestrini
Jean Givens	Thomas Terry
Lynne Goodstein	Mike Tremmel
Betty Hanson	Jeffrey von Munkwitz-Smith
Kent Holsinger	Ronald Wikholm
Ryan Kehoe	Gerald Gianutsos, Chair
David Madacsi	

ATTACHMENT #27

University Senate Scholastic Standards Committee

Report to the Senate, March 10, 2003

I. CREDITS PERMITTED IN A SEMESTER

The Committee recommends the motion below.

Background for the Motion:

The School of Fine Arts faculty passed a motion to allow Fine Arts students to take up to 19 credits a semester without special approval, the same as Pharmacy and Engineering students. Credit limits are in the by-laws and, thus, require Senate approval.

The Motion:

The Scholastic Standards Committee recommends the following changes to the Senate Rules and Regulations (additions to existing rules are noted by italics).

2.B. Academic Advising and Registration

4. Credits Permitted in a Semester

A student will be considered a full-time student if he or she initially registers for and is enrolled for at least 12 credits at the end of the fourth week of the semester. Courses for which credit restrictions apply count for full credit for registration purposes, but may not be applicable toward the degree. In all schools and colleges, except Engineering, *Fine Arts*, and Pharmacy, the maximum number of credits for which a student may register or be enrolled shall be 17, unless he or she is enrolled in credit-bearing courses in Basic Military Science, or has earned, in the last semester for which grades are available, a grade point average of at least 2.6, in which case the maximum credits shall be 18. In these schools, no entering freshman may register for or be enrolled in more than 17 credits unless he or she is enrolled in credit-bearing courses in Basic Military Science, and no student may register for or be enrolled in more than 18 credits.

In the Schools of Engineering, *Fine Arts*, and Pharmacy, no student may register for or be enrolled in more than 19 credits unless he or she is a junior or senior and has earned a grade point average of at least 2.6 for the last semester for which grades are available, in which case the maximum number of credits shall be 21.

Exceptions to the regulations on credits permitted in a semester may be made by the dean of the school in which the student is registered after the student has consulted with the advisor. Credits registered for or earned toward the degree by undergraduate students in independent study, variable, and special topics courses shall be limited to a maximum of six in any one semester. Permission to exceed this limit may be granted by the dean of the school or college in which the student is enrolled after the student has consulted with the advisor. No student may earn more than seven credits in any six-week summer session.

II. For the Information of the Senate:

The committee approved S/U grading for Chem 295.

CHEM 295. Undergraduate Seminar

First semester. One credit. Open only to chemistry majors or with consent of instructor.

With a change of subject, this course may be repeated once for credit.

Discussions of topics relevant to further study and work in the field of chemistry

Respectfully submitted,

Irene Brown	Krista Rodin
Michael Cutlip	Stuart Sidney
John DeWolf	Blanca Silvestrini
Jean Givens	Thomas Terry
Lynne Goodstein	Mike Tremmel
Betty Hanson	Jeffrey von Munkwitz-Smith
Kent Holsinger	Ronald Wikholm
Ryan Kehoe	Gerald Gianutsos, Chair
David Madacsi	

ATTACHMENT #28

UNIVERSITY SENATE CURRICULA AND COURSES COMMITTEE
Report to the Senate, March 10, 2003

I. 100-level courses

The committee recommends approval of the following new 100-level courses:

- **MAST 101.** Introduction to Maritime Studies
 Fall Semester. Three credits. An introduction to the interdisciplinary study of maritime-related topics with an examination of the maritime physical environment and maritime cultures, history, literature, and industries.

II. For the Information of the Senate

A. The committee approved adding the following 200-level courses having a skill designation:

- **GEOL 274Q.** Physics of the Earth's Interior.
 First semester. 3 credits, Prerequisites: PHYS 123 or 132 or 142 or 152, Math 113 or Math 115 or Math 120, which may be taken concurrently. Not open to students who have taken 264Q. *Cormier*
 The composition, structure, and dynamics of the Earth's core, mantle, and crust inferred from observations of seismology, geomagnetism, and heat flow.
- **GEOL 276Q.** Fundamentals of Planetary Science.
 Second semester. 3 credits, Co-requisite or prerequisite: PHYS 123 or 132 or 142 or 152, Math 114 or Math 116 or Math 121. Not open to students who have taken 276Q. *Cormier*
 Evolution of the solar system, celestial mechanics, tidal friction, internal composition of planets, black-body radiation, planetary atmospheres.
- **GEOL 277Z.** Exploration Seismology.
 First semester. 3 credits. Two class periods and one 3-hour laboratory period. Co-requisites or prerequisites: PHYS 123 or 132 or 142 or 152, Math 113 or Math 115 or Math 120. Not open to students who have taken 267Q. *Liu*
 Principles of seismic methods for imaging the interior of the Earth, with applications to resource exploration and environmental problems.
- **GEOL 278Z.** Applied and Environmental Geophysics.
 Second semester. 3 credits. Two class periods and one 3-hour laboratory. Prerequisites: PHYS 123 or 132 or 142 or 152, which may be taken concurrently, and MATH 114 or 116, which may be taken concurrently. Not open to students who have taken 268Q. *Liu*
 Principles of imaging the Earth's interior using observations of electric, magnetic, and gravity fields, with applications to environmental problems.
- **MAST 2XXW.** Maritime Studies Capstone Seminar.
 Second Semester. Three credits. Prerequisites or corequisites: English 110 or 111 and other core courses in Maritime Studies. Topical themes related to diverse aspects of society and commerce in coastal and oceanic zones such as African Americans and the maritime experience, politics and economics of fisheries, or cultural perspectives of Long Island Sound.

B. The committee approved changes in title, credits, course description, prerequisite, consent provision, and/or skill provision and for the following 200-level courses either having skill designations or open to sophomores:

- **PHRM 254W.** Therapeutics II. Approved request to maintain “W” designation after increasing the number of credits from 3 to 4 and modifying the course description. To be effective Spring 2003.
- **CE 251/ENVE 251.** Probability and Statistics in Civil Engineering. Approved maintaining this cross-listed course open to sophomores with a change in credit restriction.
- **CE 254.** Transportation Facilities Design. Approved maintaining this course open to sophomores with a change in prerequisites.
- **CE 271.** Geomatics and Spatial Measurement. Approved maintaining this course open to sophomores with a change in prerequisites.
- **ECE 210W.** Electrical Circuits. Approved opening to sophomores and adding a “W” designation.
- **ECE 262W.** Switching and Digital Electronics Design Laboratory. Approved change in prerequisites and in restrictions.
- **MMAT 201.** Materials Science & Engineering I. Approved to open to sophomores.
- **MMAT 236W.** Materials Characterization. Approved request to add “W” designation.
- **MMAT 243.** Introduction to Structure, Properties, and Processing of Materials I. Approved maintaining the open to sophomores designation following the changes in credits, prerequisites and course descriptions.
- **MMAT 244.** Introduction to Structure, Properties, and Processing of Materials II. Approved maintaining open to sophomores designation following change in course description.
- **MMAT 284.** Materials Characterization and Processing Laboratory. Approved maintaining open to sophomores designation following changes in title, prerequisites, course description and credit restrictions.
- **SOCI 265W.** Complex Organizations. Approved request to add “W” designation.

C. The committee approved dropping either the open to sophomores or skill designation for the following courses:

- **GEOL 264Q, 266Q, 267Z, 268Z.** Approved dropping the skill designations. These courses are being replaced by the new ones listed under item B above.
- **MMAT 283.** Materials Characterization Laboratory I. Approved dropping the open to sophomores designation. This course is being replaced with MMAT 284.
- **MGMT 276W.** Compensation Analysis and Administration. Approved request to drop the “W” designation. This course will no longer be taught.

III. Report of the General Education Oversight Committee (GEOC)

To be presented by Judith Kelly, Chair, GEOC.

Respectfully submitted,

Laurie Best, Janice Clark, Shannon Copeland, Michael Darre, Andrew DePalma, Gary English, Jane Goldman, Paul Goodwin, Dean Hanink, Robert Jeffers, Fred Maryanski (ex officio), Stephen Maxson, Judith Meyer, Robert Miller, Deborah Muirhead, James O’Donnell, John Silander,

Harry A. Frank (Chair)

ATTACHMENT #29

**Changes proposed by GEOC to Parts A and B of the
University of Connecticut
General Education Guidelines dated May 6, 2002**

February 26, 2003

To develop a relatively concise working document describing the General Education Requirements of the University of Connecticut, the General Education Oversight Committee (GEOC) has drafted the following changes to the General Education document approved by the University Senate on May 6, 2002.

- Removed background and historical comments.
- Changed the verb tense from future to present.
- Pared back verbosity.
- Reorganized the material to present information on Content Areas, Competencies, and Principles for the General Education Curriculum in three separate segments.
- Moved sections containing details specific to individual Content Areas or Competencies to Part C of the document. (This section is under development by the nine Content and Competency subcommittees.)
- Reorganized the Implementation section into chronological order.

The following changes are proposed to clarify items in the Guidelines.

- On Page 4, under Writing Exit Expectations, b.2, replace:
“Every undergraduate will be required to take at least one writing-intensive course during his or her final sixty credits of study. This course does not have any credit-hour restriction, but it is to be in the student’s major field of study. It will count as one of the two required writing-intensive courses that every undergraduate student must complete before graduation.”

with:

“Every undergraduate must take at least one writing-intensive course approved for the student’s major. This requirement does not have any credit-hour restriction, but it is to be at the 200s level.”

As originally written, an advanced student could take a 100s level writing-intensive course and satisfy the language. Requiring departmental approval of a roster of appropriate courses will provide flexibility in the list of acceptable W courses for a major without having just any course satisfy the spirit of this requirement.

The following changes are proposed to resolve inconsistencies in the Guidelines.

- On Page 2, under Part A-1: Content Areas Operating Principles, the original item 4.b. should be eliminated. That item stated: “Students are encouraged to take one course in environmental literacy, one course in history, and one course in philosophical and ethical analysis (all broadly construed).”
In consultation with the Senate Curricula and Courses Committee, that Committee voted that that Operating Principle should be retained.
However, a significant majority of GEOC members felt this principle was well expressed in the introductory paragraph under Goals of General Education.
Further, an item that “encourages” students does not fit under a list of principles.
Lastly, as written, the item is exclusionary, valuing some named areas over other, unnamed areas.
- On Page 6, under Information Literacy Exit Expectations, departmental requirements should be approved by Schools/Colleges to parallel the criteria approved for Computer Technology.
- On Page 9, in Part B, Implementation Items 1 and 2, the language was made consistent with the paragraph on Page 8 on committee membership that follows the GEOC charges. Replace:
 “The GEOC shall establish a set of faculty sub-committees to determine and continue to review entrance and exit expectations for each of the five skill areas.” and
 “The GEOC shall establish four faculty sub-committees to establish the criteria for all courses to be approved for each of the Content Areas. Each of these sub-committees must be representative of all the Schools and Colleges, and should be limited to a workable number.”
 with:
 “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.” and
 “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.”

- On Page 9, in Part B, Implementation Items 1 and 2, the word “faculty” should be struck from the reference to the subcommittees because a student representative on GEOC is referred to in the “Terms of appointment” paragraph of Page 8 that follows the GEOC charges.

The following changes are proposed to facilitate implementation of the Guidelines.

- On Page 7, under Course Accessibility, replace the following language
“While courses approved for the GER should generally be an introductory level, 200-level course may also be included in Group Four. Courses approved for the GER may be both discipline based and interdisciplinary courses.”
with
“In Content Area Groups One, Two and Three, GER courses cannot have prerequisites except for other General Education courses. Group Four may also include courses with prerequisites outside of General Education courses.”

March 5th proposed amendment to the Content Area Operating Principles (page 2) of the General Education Requirements as revised by GEOC on February 26, 2003.

The original Senate document:

h. All students are encouraged to take one course in environmental literacy, one course in history, and one course in philosophical and ethical analysis (all broadly construed)

The GEOC proposal dated February 26, 2003:

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

New Proposal: Add Item i. to the GEOC proposal.

- i. General education courses, where appropriate, should be designed to meet one or more of the following goals:
- a. Develop critical judgment through the identification, analysis, and evaluation of different assumptions, principles, and/or values that may guide some area of human activity.
 - b. Develop a historical informed understanding of some area of human activity
 - c. Develop an understanding of the relationship and/or interactions between some area of human activity and the natural environment.

Rationale:

The proposed Item i. captures the intent of the original Senate Item h, but with language that is truly inclusive of all schools, colleges, departments, and academic units.

It also has the benefit of focusing actual course proposals directly on the means by which they hope to achieve a major goal of general education requirements, which is to liberate our minds from a restrictive view of our own "here and now".

The hope is that each content area will have a sufficiently high percentage of courses that focus on meeting one or more of these goals so that there is a high probability that a graduate of UConn will have some experience in thinking historically, environmentally, and analytically.

DRAFT**UNIVERSITY OF CONNECTICUT
GENERAL EDUCATION GUIDELINES**

(Based on the Proposal approved by the Senate on May 6, 2002)

As revised by GEOC – February 26, 2003

Goals of General Education*:

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 limit students' choices within general education or require certain choices.

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 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

* 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.

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 Content Area courses in Groups One, Two, and Three must be taken in six different academic units. 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 completed a laboratory science course in the biological, physical, chemical, or behavioral 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. 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.
- 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.

With the exception of information literacy, the structure of each competency involves two parts -- one mandating the establishment of an entry-level expectation and the second mandating the establishment of a graduation expectation. The entry-level expectations apply to all incoming students.

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.

Computer Technology

a. Entry Expectations.

Baseline expectations will be established for entering students in regard to the use of computers. While we would expect that many students will enter with skills at or above the baseline expectations, the University will have to be prepared to address the needs of those who do not. These needs may be met in a variety of ways.

b. Exit Expectations.

Each major will establish expectations about 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 200s level courses are approved.

Writing

a. Entry Expectations. Freshman English

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

AP Scores: Students who receive a 4 or 5 on the English Composition Advanced Placement Exam or the Literature Advanced Placement Exam receive 4 credits for Freshman English, thereby fulfilling the requirement.

Honors: Honors Students may choose English 250, 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. 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 or 111 section.

Students with VSAT scores of 440-540 have the option to enroll in either English 104 or English 110 or 111. 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 must pass that course in order to move on to English 110 or 111.

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

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.

b. Exit Expectations:

1. All students must take English 110 or 111. Additionally, all students must take two writing-intensive courses, one of which must be approved for the student's major (see b2). These courses may also satisfy other requirements. (Note: English 110 or 111 is a prerequisite to all writing-intensive courses.) Students with Advanced Placement English scores of 4 or 5 and students passing ENGL 250 are exempted from the ENGL 110 or 111 requirement.
2. Every undergraduate must take at least one writing-intensive course approved for the student's major. This requirement does not have any credit-hour restriction, but it is to be at the 200s level.

c. University Writing Center

Any restructuring of UConn's undergraduate writing requirements must include the creation of a University Writing Center (UWC). A tenured faculty member whose specialty is writing instruction will be appointed by the English Department to run this Center, which will be included within The Learning Center. The UWC will provide tutorial support for undergraduate and graduate students in every School and College. The Director of the UWC will recruit and train graduate and undergraduate tutors from across the disciplines and, working with the Linguistics Department, will develop an ESL Center to provide writing support for students and faculty members experiencing difficulties with writing English as a second language. All instructors will be able to refer undergraduate and graduate students with serious writing problems to the UWC.

Quantitative Skills

a. Entry Expectations.

The admission requirement for quantitative skills is the satisfactory completion of second-year high school algebra and first year geometry. Students are strongly encouraged, however, to take four years of mathematics in high school. All entering students who have not demonstrated entry-level proficiency in mathematics with a math SAT score of 650 or higher, or who have not earned university credits in mathematics through a course in the High School Cooperative Program, or an appropriate score on the mathematics Advanced Placement exam, will be required to take a proctored quantitative placement test. Students who do not attain a passing grade on the quantitative placement test will be required to enroll in Mathematics 101 to satisfy entry-level expectations in mathematics proficiency.

b. Exit Expectations.

All students must take two Q courses, which may also satisfy other requirements. (Note: MATH 101 or a passing grade on the Q-Course Readiness Test is a prerequisite to all Q courses.) One Q course must be a mathematics or statistics course, unless the student attains a high pass on the Q-Course Readiness Test.

c. University Learning Center.

The University provides resources for the support of tutors, advisors and faculty from various disciplines offering introductory Q courses as part of a University Learning Center.

Second Language

a. 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.

b. Exit Expectations.

The GEOC has been charged with researching and developing a proposal for second-language competency that the GEOC must bring to the University Senate for consideration and approval. For the next two years, students will be required either to take the AP test before entrance or to take the BYU test at entrance, with the goal purely of gathering data on their proficiency. The two-year data gathering and research period will begin with the students entering the University in Fall, 2002. The proposal from the GEOC to the University Senate shall be submitted no later than Fall, 2005. Until the Senate approves a new set of second-language requirements, those requirements that appear in the University's 2001-2002 undergraduate catalog will remain in effect. Those requirements state:

Foreign Languages: A student meets the minimum requirement if admitted to the University with three years of a single foreign language in high school, or the equivalent*. With anything less than that, the student must take one year (2 semesters) of college level study in a single language.

*When the years of study have been split between high school and earlier grades, the requirement is met if the student has successfully completed the third-year high school level course.

Information Literacy:

Information literacy implies a general understanding of and competence 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.

a. Entrance Expectations.

None

b. Exit Expectations.

Our graduates will understand information development and structure and will be competent in information access, evaluation, and integration. Each major program will consider the information literacy competencies required of its graduates and build those expectations into the upper level research and writing curricula of the major. These departmental requirements must be approved at the College or School level, in the same way that new 200s level courses are approved. The subject area specialist at the University Library will provide support.

c. 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 Library or The Learning Center, and at the regional campuses.

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, GER courses cannot have prerequisites except for other General Education courses. Group Four may also include courses with prerequisites outside of General Education courses.

2. Universality.

Each department or School may propose courses for any of the four Content Areas. All courses approved for the GER must be valid for all Schools and Colleges of the University of Connecticut. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements.

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 GER 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 GER course.
- 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. This in no way should inhibit departments from requiring writing in their “Q” offerings or quantitative analysis in their “W” courses.

- e. Undergraduate students with Bachelor's degrees from accredited institutions are exempt from the GER.
- f. 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 which 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 student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee. 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 Chancellor.

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 GER;
- determining the resources necessary to deliver the new GER (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
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- 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 taking off from 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 than 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. New courses, 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. Existing courses, 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 GER.

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