

12-10-2012

2012 December 10

Follow this and additional works at: https://opencommons.uconn.edu/senate_minutes

Recommended Citation

"2012 December 10" (2012). *Minutes*. 90.

https://opencommons.uconn.edu/senate_minutes/90

MINUTES OF THE UNIVERSITY SENATE
December 10, 2012

1. The regular meeting of the University Senate of December 10, 2013 was called to order by Moderator Susan Spiggle at 4:00 PM.
2. Approval of the Minutes

Moderator Spiggle presented the minutes of the meeting of November 12, 2012 for review.

The minutes were approved as written.

3. Report of the President

President Herbst expressed her thanks to the faculty and staff for their work during the past year especially for their assistance with leadership searches. The University Ombudsman has been hired, James S. Wohl from Auburn University. Also hired was Master Planner and Chief University Architect Laura Cruikshank from Yale University who will join the University in February. The search for the position of Vice President for Research is underway with airport interviews set to begin in January.

President Herbst addressed the state budget with the simple phrase, “Not good.” The economy is not turning around as well as was expected so the University has received an additional \$15 million rescission. Plans concerning how the University will respond to that rescission are due to Office of Policy and Management in a week; Dr. Herbst anticipates that there will be other cuts at the Health Center as well. She pledged that the University would move forward with the promised faculty searches to strengthen our program and emphasized that some of the money will come from implementation of the recommendations of the McKenzie report. These “savings” include an increased reliance on philanthropy. President Herbst also announced that the athletic program will continue as members of the Big East Conference. She then introduced Dr. Mun Choi who was appointed today as Provost of the University of Connecticut. She spoke in glowing terms of his love for the University and his exemplary work as Interim Provost.

Provost Choi addressed the Senate outlining his excitement in working for a university that has the commitment of the administration, the Trustees, and the Governor in bringing about the general elevation of the university. He spoke of the importance of academics, research, and job development to the development of the university and the centrality of engagement as a guiding principal. He assured us that the strategic planning process will be inclusive and collaborative going forward.

Senator Goodheart asked how the University will pay for the move of the Greater Hartford Campus from West Hartford to downtown Hartford. Provost Choi emphasized that the University will work closely with the faculty, staff and other stakeholders planning the new facility and the move. He re-emphasized that the budget cuts should

not affect the move negatively. President Herbst stated that we will realize some funds from the sale of the West Hartford campus. She also pointed out that a project such as this campus move involves capital money and that is easier to obtain than operating funds might be.

4. Senator Moiseff presented the Report of the Senate Executive Committee.
(Attachment #20)
5. Moderator Spiggle presented the Consent Agenda.

The Senate voted to approve the Consent Agenda as presented:

1. Report of the Curricula and Courses Committee
(Attachment #21)
6. Senator Gramling presented the Report of the Scholastic Standards Committee.
(Attachment #22)

MOTION: Make the following changes to section II.E.13. of the *By-Laws, Rules, and Regulations of the University Senate*:

Section II.E.13 Cheating – Student Academic Misconduct

Academic misconduct is dishonest or unethical academic behavior that includes but is not limited to misrepresenting mastery in an academic area (e.g., cheating), ~~intentionally or knowingly~~ failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

Instructors shall take reasonable steps to prevent academic misconduct in their courses and to inform students of course-specific requirements. Students' responsibilities with respect to academic integrity are described in *Responsibilities of Community Life: The Student Code (The Student Code)*.

When the instructor of record or designee (instructor) believes that an act of academic misconduct has occurred s/he is responsible for saving the evidence in its original form and need not return any of the original papers or other materials to the student. Copies of the student's work and information about other evidence will be provided to the student upon request.

When an instructor believes there is sufficient information to demonstrate a case of academic misconduct, s/he shall notify the student in writing of the allegation of misconduct and the academic consequences that the instructor will impose. The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit. The written notification shall also inform the student whether the case has been

referred to the Academic ~~Misconduct~~ Integrity Hearing Board (Board) for consideration of additional sanctions. The instructor shall send the written notification to the student with a copy to the Office of Community Standards (Community Standards) within ~~15~~ five business days of having discovered the alleged misconduct. At the Regional Campuses, a copy shall be sent to the Office of Student Affairs (Regional Campus Student Affairs). Cases that are purely technical in nature, without any perceived intent to achieve academic advantage, may be reported at the discretion of the instructor.

In certain cases, the dean of a school or college or designee may become aware of alleged academic misconduct and may bring a complaint forward to the Board.

The student has ~~15~~ five business days from receipt of the written notice to respond to the instructor and/or to request a hearing (see “Academic ~~Misconduct~~ Integrity -Board”). If the student does not respond within the allotted time the instructor’s sanctions shall be imposed. If the student requests a hearing the instructor shall forward the request to Community Standards or the Regional Campus Student Affairs. If the student and the instructor reach a mutually acceptable resolution of the case the instructor shall notify Community Standards (or Regional Campus Student Affairs) of the agreement. The instructor shall also notify Community Standards (or Regional Campus Student Affairs) if s/he withdraws the allegation of misconduct. A student who has been notified that s/he has been accused of academic misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of ~~the Board~~ the instructor and the appropriate dean. If a student withdraws from a course during a pending academic misconduct case, any academic sanction imposed will overturn the withdrawal.

If a semester concludes before an academic misconduct matter is resolved, the student shall receive a temporary “I” (incomplete) grade in the course until the instructor submits the appropriate grade.

The Academic ~~Misconduct~~ Integrity-Hearing Board

The Academic ~~Misconduct~~ Integrity-Hearing Board, which is administered by Community Standards, comprises two faculty members, two students, and a nonvoting chairperson, all of whom are appointed by the Director of Community Standards. At each Regional Campus, a designee working in conjunction with Community Standards is responsible for the organization and administration of their Academic ~~Misconduct~~ Integrity Hearing Board. Hearing procedures will be in accordance with the hearing procedures described in *The Student Code* (Part IV). Community Standards will ensure that appropriate Dean(s) and Faculty are kept informed of the status of misconduct cases in a timely fashion.

The accused student or the accusing instructor may refer a case of alleged academic misconduct to Community Standards for it to be adjudicated by the Board. Community Standards will review all academic misconduct cases as they are received to determine if a case needs to be heard by the Board to determine if additional sanctions need to be considered. After receiving written notification of academic misconduct from the instructor, Community Standards may meet with students to discuss additional sanctions

outlined in *The Student Code* to determine if an agreement about additional sanctions can be reached. If an agreement cannot be reached between a student and Community Standards, the case will be heard by the Board.

Hearing on Academic Misconduct

If the Board finds that the student is “Not Responsible” for the alleged misconduct the Board shall not impose any sanctions and the instructor must reevaluate the student’s course grade in light of the Board’s finding.

If the Board finds that the student is “Responsible”, the instructor’s grading sanction shall be imposed. The Board does not have the authority to change or influence the grading sanction imposed by the instructor.

Upon consideration of a student’s record of misconduct and/or the nature of the offense the Board may impose additional sanctions. The Board should apply these sanctions in proportion to the severity of the misconduct. These sanctions may include any sanction as described in *The Student Code*.

Hearing Appeal

The decision of the Board may be appealed to the Provost or his/her designee. An appeal is not a new hearing. It is a review of the record of the hearing.

1. An appeal may be sought on ~~two~~three grounds:
 - a. On a claim of error in the hearing procedure that substantially affected the decision.
 - b. On a claim of new evidence or information material to the case that was not known at the time of the hearing.
 - ~~b.c.~~To determine whether any additional sanction(s) (not including academic consequences) imposed by the Board were appropriate for the violation of *The Student Code* based on the student’s conduct history and/or significance of the violation.
2. Appeals on such grounds may be presented, specifically described, in writing within five business days of the announcement of the Board’s decision.
3. The decision of the Provost or his/her designee is final. There will be no further right of appeal.
4. The Provost or his/her designee shall have the authority to dismiss an appeal not sought on proper grounds.
- ~~5.~~ If an appeal is upheld, the Provost shall refer the case with procedural specifications back to the original Hearing Body who shall reconsider the case accordingly.

The motion passed with one abstention.

7. Senator Schultz presented the Report of the Curricula and Courses Committee.
(Attachment #23)

This included proposed changes to Section II.C.2 of the *By-laws, Rules, and Regulations of the University Senate*.

Senator Caira asked for an example of courses that already meet the criteria outlined in the proposal. Senator Schultz presented two examples, *Orchestra* as Content Area I and *Earthtones* as both content areas 1 and 4.

Senator Freake asked why it was necessary that the courses be repeatable. Senator Schultz pointed out that the GEOC approved courses that fit this description all have been repeatable with a change of content. Senator Caira then asked whether that meant that students could use 6 credits of repeatable courses to meet General Education requirements. Senator Schultz responded that this would indeed be the case.

8. Peter Diplock presented a Report from the Center for Excellence in Teaching and Learning.
(Attachment #24 & #25)

P. Diplock emphasized the establishment of the UConn “E-Campus” and described the Center’s strategies and accomplishments in that regard. He pointed out that the goal is 7 to 10 new E-courses per year. He then presented statistics concerning on-line enrollment during the summer and argued that on-line courses meet a genuine need. So far approximately 4% of enrollments are on-line. 15% of enrolled students have taken at least on-line course.

He then highlighted the intellectual property policies and the assessment and supervisory structures and procedures for on-line courses. Senator Gramling asked how the faculty vetted the document on Intellectual Property. Senator Reis pointed out that it was vetted through various on-campus committees and the AAUP. A one-year agreement with the AAUP has been signed and is up for renewal in March or April.

Daniel Mercier, from the Institute for Teaching and Learning, described efforts on faculty and TA development: teaching enhancement plans, faculty learning centers, lunchtime seminars and workshops, and financial support for faculty professional development. He described the work of the instructional design unit and support available for televised instruction. Senator Reis described ITL-sponsored teaching improvement program.

P. Diplock described the work of the Early College Experience program by which Connecticut high school students can accrue University of Connecticut academic credit. The program continues to grow with 10,000 enrollments in the State of Connecticut this year. More than 25% of entering students at Storrs enter with ECE credit.

9. Athletic Director Warde Manual presented the Annual Report of the Athletic Director.

W. Manual praised the University leadership for its assistance. He reported that the academic performance of the men's basketball players has improved. The athletes are working as they should be in the classroom. He does not anticipate "going backwards" in this regard. The work, he says, is moving in the right direction. He described the success so far of the Men's Basketball Coaching transition.

In terms of conference realignment, he pointed out that, "We will be alright." To change affiliations the University would have to be invited to another conference; it is not solely our choice. Speaking to the difficulties of realignment W. Manual pointed out that the University does not have a well-established "football brand." For the time being we will, "Continue to win in the Big East." He described progress in fund raising and the construction of the new Basketball Practice Facility. Ground breaking is planned for March.

W. Manual offered that the Athletic Department is not immune from the bad economics that affects all of the University.

W. Manual reported that academically only one team out of the 24 teams the University sponsors has an Academic Performance Rating (APR) that is not acceptable to the NCAA: men's basketball. That deficiency is being addressed aggressively. All the remaining teams are in "excellent shape." W. Manual described the excellent grade point averages and academic accomplishments of the majority of our student athletes.

W. Manual went on to state that the Division of Athletics is working to improve the recreational facilities on the Storrs campus and stated that results coming from these efforts will be forthcoming.

W. Manual asked for support for our student athletes and described the *Faculty and Staff Appreciation Program* with substantial discounts for those groups for certain men's and women's basketball games.

Senator Caira stated that it was her understanding that the University has changed its policy concerning the reporting of the Head of the Counseling Program for Intercollegiate Athletics (CPIA). President Herbst stated that that the head of that program now reports to the Athletic Director with a "dotted line" to the Provost. This is different from past practice where the report was only to the Provost. Senator Polifroni offered that perhaps the reason that there was a problem with APR for one team was that academics and athletics were not "married." Now they are and this should serve the University well.

Senator Rios offered that she has had many student athletes in her classes and is happy that most of them have done well but some have not, particularly when they are in a difficult spot athletically. That is when a poor athletic performance bleeds over into subsequent poor academic performance. She asked what innovations are in the pipeline to ameliorate this. Athletic Director Manual responded that the answer to this problem is not so much an innovation as it is hard work. He described how he deals with these problems.

10. There was a motion to adjourn.

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

The meeting adjourned at 5:01 PM.

Respectfully submitted,

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

The following members and alternatives were absent from the December 10, 2012 meeting:

Aindow, Mark	Ego, Michael	Naples, Nancy
Ammar, Reda	Finger, Anke	O'Neill, Rachel
Asencio, Marysol	Gianutsos, Gerald	Patel, Jigish
Barreca, Regina	Green, James	Petkis, Stephen
Becker, Loftus	Harris, Sharon	Recchio, Thomas
Beer, Dianne	Higgins, Katrina	Salamone, John
Berisa, Safet	Hiskes, Richard	Sewall, Murphy
Bontly, Thomas	Jockusch, Elizabeth	Skoog, Annelie
Boyer, Mark	Kendall, Debra	Stwalley, William
Bradford, Michael	Libal, Kathryn	Teschke, Carolyn
Bushmich, Sandra	Luxkaranayagam, Brandon	Torti, Frank
Chazdon, Robin	Machida, Margo	Visscher, Pieter
D'Angelo, Rebecca	Madaus, Joseph	Weiner, Daniel
Daniels, Michael	Mannheim, Philip	Williams, Michelle
Desai, Manisha	McGavran, Dennis	Zirakzadeh, Cyrus Ernesto
Dominguez, Teresa	Messier, Chantelle	

**Report of the Senate Executive Committee
to the University Senate
December 10, 2012**

The Senate Executive Committee has met five times since the November 12th meeting of the University Senate.

On November 27, 28, and 29th the members of the Senate Executive Committee met with the candidates for Provost and Executive Vice President for Academic Affairs. The SEC would like to express our appreciation to President Herbst for including senate representation on the provost search committee and for soliciting our input during the interview process.

On November 30th the Senate Executive Committee met in closed session with Interim Provost Choi. Following the meeting, the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. The University Budget and Growth and Development Committee reported on a joint meeting with Kuali team leaders where they learned more about the Kuali implementation and to discuss users concerns such as the lack of a reporting module. Student Welfare reported on a presentation from the Office of Student Financial Aid Services. This included information about the Financial Literacy website (http://financialaid.uconn.edu/literacy/index.php/Main_Page) developed by the Office of Student Financial Aid Services. This site provides incoming, current and graduating students with information that can help them educate themselves to make informed decisions. Scholastic Standards has been discussing requiring syllabi for all courses. The Enrollment Committee shared information about programs geared toward international students to help ease their transition to campus.

On December 2nd the Senate Executive Committee met in closed session with President Herbst. Afterwards, the committee met with senior vice provost and vice president for research Singha, Vice President for Economic Development Holtz-Clause, executive vice president for administration and chief financial officer Gray, Vice President for Enrollment planning and management Locust, Vice President for Affairs John Saddlemire, and Interim Provost Mun Choi. Vice President Holz-Clause updated the SEC on progress with the Tech Park Innovation Partnership. Planned completion of the first building is currently scheduled for the end of 2015. Vice President Holz-Clause and Interim Provost Choi stressed the importance of faculty involvement in attracting research partnerships for the success of the Tech Park. CFO Gray is dealing with mitigating the budget rescission resulting from the state's financial difficulties. Vice President Locust reflected on the progress of applications for freshmen admission. The deadline for applications is January 15th and as of now there are over 15,000 applications in the pipeline.

As we prepare to respond to the financial challenges that face the State and the University the SEC has been receiving consistent statements from the University administration. Given the uncertainty in the fiscal environment it is encouraging that President Herbst, Provost Choi, and Chief Financial Officer Gray have repeatedly expressed that the senior leadership is committed to minimize the effect of the budget rescission on academic programs and to follow through with the hiring plans.

Respectfully submitted,
Andrew Moiseff
Chair, Senate Executive Committee
December 10, 2012

**University Senate Curricula and Courses Committee
Report to the Senate
December 10, 2012**

I. The Curricula and Courses Committee recommends approval of the following new 1000 or 2000 level courses

A. UNIV 1985. Special Topics

Proposed Catalog Copy

1985. Special Topics

(195) Credits and hours by arrangement. Prerequisite: Open only with consent of instructor. May be repeated for credit with a change in topic. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

B. UNIV 1993. International Study

Proposed Catalog Copy

1993. International Study

(193) Credits and hours by arrangement. May be repeated for credit (to a maximum of 17).

Course work undertaken within approved Study Abroad programs.

C. UNIV 1995. Special Topics

Proposed Catalog Copy

1995. Special Topics

(196) Credits and hours by arrangement. Prerequisite: Open only with consent of instructor. May be repeated for credit with a change in topic.

D. UNIV 1999. Independent Study

Proposed Catalog Copy

1999. Independent Study

(197) Credits and hours by arrangement. Prerequisite: Open only to freshmen and sophomores with consent of instructor. May be repeated for credit with a change in topic.

E. DMD 1000 Digital Foundation

Proposed Catalog Copy

1000. Digital Foundation

Three credits. Two 3-hour studio periods. Interview and/or portfolio review and instructor consent required.

Introductory studio experience in designing for the digital arts; concepts, media and strategies for making creative digital work.

F. DMD 1030 Animation Lab

Proposed Catalog Copy

1030. Animation Lab

Three credits. Two 3-hour studio periods. Interview and/or portfolio review and instructor consent required.

Fundamental skills required for 2D, 3D, digital and traditional animation techniques.

G. DMD 1070 Web Design 1

Proposed Catalog Copy

1070. Web design I

Three credits. Two 3-hour studio sessions. Prerequisite: DMD 1000.

Introduction to concepts, technologies and strategies for building contemporary websites.

H. DMD 2200 Motion Graphics 1

Proposed Catalog Copy

2200. Motion Graphics 1

Three credits. Two 3-hour studio sessions per week. Prerequisite: DMD 1000 and 1030.

Open to Digital Media and Design majors and minors, others by instructor consent.

I. DMD 2210 Moving Image & Sequence

Proposed Catalog Copy

2210. Moving Image & Sequence

Three credits. Two 3-hour studio sessions. Prerequisites: DMD 1000 and 1030. Open to Digital Media and Design majors and minors, others by instructor consent.

Introduction to digital editing, project management, working with sound and time-based storytelling.

J. DMD 2300. 3D Animation 1

Proposed Catalog Copy

2300. 3D Animation 1

Three credits. Two 3-hour studio sessions. Prerequisites: DMD 1000 and 1030. Open to Digital Media and Design majors and minors, others by instructor consent.

Introduction to 3D Animation techniques including key framing, curve editing, timing, squash and stretch, walk cycles, and the 12 principles of animation.

K. DMD 2310 3D Modeling 1

Proposed Catalog Copy

2310. 3D Modeling 1

Three Credits. Two 3-hour studio sessions. Prerequisites: DMD 1000, 1030 and 2300. Open to Digital Media and Design majors and minors, others by instructor consent.

Illuminating the connection between the audience and the image on screen. Creating polygonal 3D models using industry-standard modeling tools.

L. DMD 2320 3D Lighting and Rendering 1

Proposed Catalog Copy

2320. 3D Lighting and Rendering 1

Three credits. Two 3-hour studio sessions. Prerequisites: DMD 1000, 1030 and 2300.

Open to Digital Media and Design majors and minors, others by instructor consent.

Introduction to dramatic lighting, 3-point lighting, texturing, bump maps, displacement maps, ambient occlusion, final gathering, raytracing, shadows.

M. DMD 2500 Introduction to Digital Game Design

Proposed Catalog Copy

2500. Introduction to Digital Game Design

Three credits. Two 3-hour studio sessions. Prerequisites: DMD 1000 and 1030. Open to Digital Media and Design majors and minors, others by instructor consent.

Introduction to the principles of game design and development. History of the industry, story and game mechanics.

N. DMD 2320 3D Lighting and Rendering 1

Proposed Catalog Copy

2320. 3D Lighting and Rendering 1

Three credits. Two 3-hour studio sessions. Prerequisites: DMD 1000, 1030 and 2300.

Open to Digital Media and Design majors and minors, others by instructor consent.

Introduction to dramatic lighting, 3-point lighting, texturing, bump maps, displacement maps, ambient occlusion, final gathering, raytracing, shadows.

O. DMD 2530 3D Virtual World and Simulations

Proposed Catalog Copy

2530. Virtual World & Simulations

Three credits. Two 3-hour studio sessions. Prerequisites: DMD 1000 and 1030. Open to Digital Media and Design majors and minors, others by instructor consent.

Fundamentals of game mechanics. Current virtual worlds, basic scripting and modeling techniques, and the principles of role-playing video games.

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

A. AH 2093 Foreign Studies in Allied Health (title, change to S/U grading)

Current Catalog Copy

2093. Foreign Studies

Variable credit (1-6). Hours by arrangement. Prerequisite: Department Head consent required prior to study abroad. May be repeated for credit; may count up to 6 credits toward the major with consent of advisor and Department Head. Students may only count a maximum combined credit total of 6 credits toward the Allied Health major of Foreign Study, Independent Study and Internship credits.

Courses taken in Allied Health and related areas as part of an approved Study Abroad Program.

Revised Catalog Copy

2093. International Studies in Allied Health

Variable credit (1-6). Hours by arrangement. Prerequisite: Department Head consent required prior to study abroad. May be repeated for credit; may count up to 6 credits toward the major with consent of advisor and Department Head. Students may only count a maximum combined credit total of 6 credits toward the Allied Health major of Foreign Study, Independent Study and Internship credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Courses taken in Allied Health and related areas as part of an approved Study Abroad Program.

B. CE 2710 Transportation Engineering and Planning (prerequisite, course description)

Current Catalog Copy

2710. Transportation Engineering (254) Three credits. Prerequisite: CE 2410.

Recommended preparation: CE 2120.

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

Revised Catalog Copy

2710. Transportation Engineering and Planning

(254) Three credits. Prerequisite: PHYS 1501. Recommended preparation: CE 2410.

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

C. CE 2010 CEE Professional Issues Seminar (course description)

Current Catalog Copy

2010. Civil and Environmental Engineering Professional Issues Seminar

(291) No credits. One 1-hour period. May be repeated. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Issues in the practice of Civil & Environmental Engineering: professional ethics, law/contracts, insurance/liability, global/societal issues (e.g., sustainable development, product life cycle), construction management and professional development.

Revised Catalog Copy

2010. Civil and Environmental Engineering Professional Issues Seminar

(291) No credits. One 1-hour period. May be repeated. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Issues in the practice of Civil & Environmental Engineering: professional ethics, law/contracts, insurance/liability, global/societal issues (e.g., sustainable development, product life cycle), management, business, public policy, leadership, construction management and professional development and licensure.

D. INTD 1784 Freshman Honors Seminar (subject area & instructional pattern)

Current Catalog Copy

INTD 1784. Freshman Honors Seminar

(198) One credit. Prerequisite: Open only with consent of Honors Director.

An overview of some aspects of university education. Designed to help students set learning goals to be achieved during the baccalaureate experience.

Revised Catalog Copy

UNIV 1784. Freshman Honors Seminar

Formerly offered as INTD 1784. One credit. Two class periods. Prerequisite: Open only with consent of Honors Director.

An overview of some aspects of university education. Designed to help students set learning goals to be achieved during the baccalaureate experience.

E. INTD 1800 FYE University Learning Skills (subject area & description)

Current Catalog Copy

INTD 1800. FYE University Learning Skills

(180) One credit. One class period. Prerequisite: Open to freshman and sophomore students only.

A component of the First Year Experience (FYE) program, this course is intended to acquaint students with the university and expand their learning experiences in order for them to adjust to the new expectations they will face. Involves assignments that will provide opportunities for students to enhance their academic and interpersonal skills.

Revised Catalog Copy

UNIV 1800. FYE University Learning Skills

Formerly offered as INTD 1800. One credit. One class period. Prerequisite: Open to freshman and sophomore students only.

An overview of the university experience with a focus on acquiring learning skills and understanding resources available for academic success.

F. INTD 1810 FYE Learning Community Seminar (subject area & description)

Current Catalog Copy

INTD 1810. FYE Learning Community Seminar

(181) One credit. One class period. Prerequisite: Open to freshman and sophomore students only. This course must be taken in combination with a cluster of three courses; with the permission of the instructor, one of the cluster courses may have been completed previously. With a change in content, this course may be repeated for credit.

A component of the First Year Experience (FYE) program, this seminar course is intended to provide an opportunity to integrate the consideration of material from three courses through discussion, assignments, and projects. Students will have opportunities to enhance their academic and interpersonal skills.

Revised Catalog Copy

UNIV 1810. FYE Learning Community Seminar

Formerly offered as INTD 1810. One credit. One class period. Prerequisite: Open to freshman and sophomore students only. May be repeated for credit with a change in content for a maximum of three credits.

An overview of topics relevant to the theme of the Learning Community.

G. INTD 1820 FYE Faculty/Student Seminar (subject area & description)

Current Catalog Copy

INTD 1820. FYE Faculty/Student Seminar

(182) One credit. One class period. Prerequisite: Open to freshman and sophomore students only. With a change in content, this course may be repeated for credit.

A component of the First Year Experience (FYE) program, this seminar course is intended to provide an opportunity for students to investigate topics of professional interest to the faculty instructor through guided research or reading, discussion, and some writing. The course will help students learn independently and engage actively in the academic life of the university.

Revised Catalog Copy

UNIV 1820. FYE Faculty/Student Seminar

Formerly offered as INTD 1820. One credit. One class period. Prerequisite: Open to freshman and sophomore students only. May be repeated for credit with a change in content.

A variable topics course led by a faculty member.

H. INTD 1985 Special Topics Lecture (consent & grading to S/U)

Current Catalog Copy

1985. Special Topics Lecture

(195) Credits, prerequisites, and hours as determined by the Senate Curricula and Courses Committee. May be repeated for credit with a change in topic.

Revised Catalog Copy

1985. Special Topics

(195) Credits and hours by arrangement. Prerequisite: Open only with consent of instructor. May be repeated for credit with a change in topic. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

I. INTD 1993 Foreign Study (title, credit restriction on repeat)

Current Catalog Copy

1993. Foreign Study

(193) Credits and hours by arrangement. May be repeated for credit (to a maximum of 15).

Course work undertaken within approved Study Abroad programs.

Revised Catalog Copy

1993. International Study

(193) Credits and hours by arrangement. May be repeated for credit (to a maximum of 17).

Course work undertaken within approved Study Abroad programs.

J. INTD 1995 Special Topics Seminar (title and course description)

Current Catalog Copy

1995. Special Topics Seminar

(196) Credits and hours as determined by the Senate Curricula and Courses Committee.

Prerequisite: Open only with consent of instructor. May be repeated for credit with a change in topic. This course may or may not count for credit toward graduation. Students should consult the course syllabus and the Dean's Office of their School or College.

Revised Catalog Copy

1995 Special Topics

(196) Credits and hours by arrangement. Prerequisite: Open only with consent of instructor. May be repeated for credit with a change in topic.

K. INTD 1998 Variable Topics Seminar (subject area title & description)

Current Catalog Copy

INTD 1998. Variable Topics Seminar

(194) Credits and hours as determined by the Senate Curricula and Courses Committee.

Prerequisite: Open only with consent of instructor. May be repeated for credit with a change in topic. This course may or may not count for credit toward graduation. Students should consult the course syllabus and the Dean's Office of their School or College. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Revised Catalog Copy

UNIV 1998. Variable Topics

Formerly offered as INTD 1998. Credits and hours by arrangement. Prerequisite: Open only with consent of instructor. May be repeated for credit with a change in topic. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

L. INTD 1999 Special Topics Independent Study (title & consent)

Current Catalog Copy

1999. Special Topics Independent Study

(197) Credits and hours as determined by the Senate Curricula and Courses Committee.

Prerequisite: Open only to freshmen and sophomores with consent of instructor. May be repeated for credit with a change in topic.

Revised Catalog Copy

1999. Independent Study

(197) Credits and hours by arrangement. Prerequisite: Open only to freshmen and sophomores with consent of instructor. May be repeated for credit with a change in topic.

M. INTD 2230 The PA²SS Program, Mentoring African American Students (subject area)

Current Catalog Copy

INTD 2230. The PA²SS Program, Mentoring African American Students

One credit. May be repeated for a maximum of four credits. Prerequisite: Open to sophomores or higher with instructor consent. *Price*

Successful mentoring strategies and strategies for effective communication and discourse. Students will learn about and recognize the consequences of stereotype threat and will develop proficiency in mentoring African American college students to become lifelong learners.

Revised Catalog Copy

UNIV 2230. The PA²SS Program, Mentoring African American Students

Formerly offered as INTD 2230. One credit. May be repeated for a maximum of four credits. Prerequisite: Open to sophomores or higher with instructor consent. *Price*

Successful mentoring strategies and strategies for effective communication and discourse. Students will learn about and recognize the consequences of stereotype threat and will develop proficiency in mentoring African American college students to become lifelong learners.

N. INTD 2300 Tutoring Principles for Quantitative Learning (subject area)

Current Catalog Copy

INTD 2300. Tutoring Principles for Quantitative Learning

One credit. Prerequisite: Open only with instructor consent. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

An interdisciplinary introduction to peer-to-peer tutoring in quantitative courses. Readings on individualized learning assistance and adapting instruction to different learning styles. Training in techniques to guide peers towards becoming independent learners with higher levels of reasoning and assessment of knowledge in quantitative disciplines.

Revised Catalog Copy

UNIV 2300. Tutoring Principles for Quantitative Learning

Formerly offered as INTD 2300. One credit. Prerequisite: Open only with instructor consent. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

An interdisciplinary introduction to peer-to-peer tutoring in quantitative courses. Readings on individualized learning assistance and adapting instruction to different learning styles. Training in techniques to guide peers towards becoming independent learners with higher levels of reasoning and assessment of knowledge in quantitative disciplines.

O. PHIL 1104 Philosophy and Social Ethics (course description)

Current Catalog Copy

1104. Philosophy and Social Ethics

(104) Three credits. No student may receive more than 6 credits for PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107.

Topics may include the nature of the good life, the relation between social morality and individual rights, and practical moral dilemmas. At least one section each term emphasizes women-men issues: sex relations, sex roles, sex equality, abortion, the family, etc. Other sections may emphasize issues concerning Science and Technology or Political Philosophy. CA 1.

Revised Catalog Copy

1104. Philosophy and Social Ethics

(104) Three credits. No student may receive more than 6 credits for PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107.

Topics may include the nature of the good life, the relation between social morality and individual rights, and practical moral dilemmas. CA 1.

III. The Curricula and Courses Committee recommends approval of the following new 3000- and 4000- level INTD & UNIV courses

A. UNIV 3985 Special Topics

Proposed Catalog Copy

3985 Special Topics

Credits and hours by arrangement. Prerequisite: Open only with consent of instructor. With a change in content, may be repeated for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

B. UNIV 3993 International Study

Proposed Catalog Copy

3993 International Study

Credits and hours by arrangement. May be repeated for credit (to a maximum of 17). Course work undertaken within approved Study Abroad programs.

C. UNIV 3995 Special Topics

Proposed Catalog Copy

3995 Special Topics

Credits and hours by arrangement. Prerequisite: Open only with consent of instructor. With a change in topic, may be repeated for credit.

D. UNIV 3999 Independent Study

Proposed Catalog Copy

3999 Independent Study

Credits and hours by arrangement. Prerequisite: Open only with consent of instructor.
May be repeated for credit.

IV. The Curricula and Courses Committee recommends approval of revisions to the following 3000- and 4000- level INTD courses

A. INTD 3784 Interdisciplinary Honors Seminar (subject area)

Current Catalog Copy

INTD 3784 Interdisciplinary Honors Seminar

(291) Three credits. Prerequisite: Open only with consent of instructor. May be repeated for credit with change of topic.

An interdisciplinary seminar designed for honors students and open to other qualified students. Topics vary from semester to semester. Sponsored by the Honors Programs.

Revised Catalog Copy

UNIV 3784 Interdisciplinary Honors Seminar

Formerly offered as INTD 3784. Three credits. Prerequisite: Open only with consent of instructor. May be repeated for credit with change of topic.

An interdisciplinary seminar designed for honors students and open to other qualified students. Topics vary from semester to semester. Sponsored by the Honors Program.

B. INTD 3991 Interdisciplinary Internship Field Experience (subject area)

Current Catalog Copy

INTD 3991 Interdisciplinary Internship Field Experience

Variable (1-6) credits. Supervised field experience. Hours by arrangement, 42 hours of field experience per semester per credit. Prerequisite: Instructor consent required.

Repeatable to a maximum of 12 credits. Students taking this course will be assigned a final grade of S (Satisfactory) or U (Unsatisfactory).

Revised Catalog Copy

UNIV 3991 Interdisciplinary Internship Field Experience

Formerly offered as INTD 3991. Variable (1-6) credits. Supervised field experience. Hours by arrangement, 42 hours of field experience per semester per credit. Prerequisite: Instructor consent required. Repeatable to a maximum of 12 credits. Students taking this course will be assigned a final grade of S (Satisfactory) or U (Unsatisfactory).

C. INTD 3993 Foreign Study (title, Subject area)

Current Catalog Copy

INTD 3993 Foreign Study

(293) Credits and hours by arrangement. May be repeated for credit (to a maximum of 17).

Course work undertaken within approved Study Abroad programs.

Revised Catalog Copy

UNIV 3993 International Study

Formerly offered as INTD 3993. Credits and hours by arrangement. May be repeated for credit (to a maximum of 17).

Course work undertaken within approved Study Abroad programs.

D. INTD 4600W Capstone Course (subject area)

Current Catalog Copy

INTD 4600W Capstone Course

(295W) Three credits. Prerequisite: Consent required by instructor and the Individualized Major Program Director; ENGL 1010 or 1011 or 2011 or 3800 and senior standing with an approved individualized major plan of study; and an approved placement, research or project.

All students with an approved individualized major plan of study who are not earning a double major nor have another capstone course on their plan of study must register for this course during their last academic year. Students will integrate their interdisciplinary major through a capstone paper.

Revised Catalog Copy

UNIV 4600W Capstone Course

Formerly offered as INTD 4600W. Three credits. Prerequisite: Consent required by instructor and the Individualized Major Program Director; ENGL 1010 or 1011 or 2011 or 3800; senior standing with an approved individualized major plan of study; and an approved placement, research or project.

All students with an approved individualized major plan of study who are not earning a double major nor have another capstone course on their plan of study must register for this course during their last academic year. Students will integrate their interdisciplinary major through a capstone paper.

E. INTD 4697W Senior Thesis (subject area, enrollment restrictions)

Current Catalog Copy

INTD 4697W Senior Thesis

(296W) Three-six credits. Hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 and senior standing with an approved individualized major plan of study; consent required by instructor and INTD Department Head. Students must have obtained a thesis advisor and have an approved thesis topic before registration.

All honors writing a thesis for their individualized major plan of study must register for this course during their last academic year. Students must present their thesis to the Individualized Major Program.

Revised Catalog Copy

UNIV 4697W Senior Thesis

Formerly offered as INTD 4697W. Three-six credits. Hours by arrangement.

Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 and senior standing with an approved individualized major plan of study; consent required by instructor and the Individualized Major Program Director. Students must have obtained a thesis advisor and have an

approved thesis topic before registration.

All honors students writing a thesis for their individualized major plan of study must register for this course during their last academic year. Students must present their thesis to the Individualized Major Program.

F. INTD 4800 Senior Year Experience (subject area, grading basis, course description)

Current Catalog Copy

INTD 4800 Senior Year Experience

One credit. Prerequisite: Open only to seniors. Doerr, Jones

A component of the Senior Year Experience (SYE) Program, the course promotes effective planning and decision making in adult life after college. Discussion, reading and written assignments enhance seniors' awareness of personal adjustments to be experienced during their transition from college to the professional world. Course activities encourage students to make meaningful connections between their academic majors, extracurricular activities, and work experiences, as well as consider practical matters such as financial planning, continuing professional development, and healthy living.

Revised Catalog Copy

UNIV 4800 Senior Year Experience

Formerly offered as INTD 4800W. One credit. Prerequisite: Open only to seniors.

An overview of the transition to life beyond the University with a focus on life skill development, career preparation, reflection on the meaning and value of the undergraduate experience, and decision making in life after college. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

V. The Curricula and Courses Committee recommends approval of revisions to the following additional 3000- and 4000- level course

A. AH 4093 Foreign Studies in Allied Health (title, grading basis)

Current Catalog Copy

4093. Foreign Study in Allied Health

Variable (1 - 6) credits. Hours by arrangement. Prerequisite: Department Head consent required prior to study abroad. Students may only count a maximum combined credit total of 6 credits toward the Allied Health major of foreign study, Independent Study and Internship credits. May be repeated for credit; may count up to 6 credits toward major with consent of advisor and Department Head.

Courses taken in Allied health and related areas as part of an approved Study Abroad Program.

Revised Catalog Copy

4093. International Study in Allied Health

Variable (1 - 6) credits. Hours by arrangement. Prerequisite: Department Head consent required prior to study abroad. Students may only count a maximum combined credit total of 6 credits toward the Allied Health major of foreign study, Independent Study and Internship credits. May be repeated for credit; may count up to 6 credits toward major

with consent of advisor and Department Head. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).
Courses taken in Allied health and related areas as part of an approved Study Abroad Program.

VI. The Curricula and Courses Committee recommends approval to delete the following 3000- and 4000- level INTD course

- A. INTD 3984 Interdisciplinary Experience

VII. The General Education Oversight Committee and the Curricula and Courses Committee recommend inclusion of the following courses in Content Areas 1 (Arts and Humanities) and 4 (Diversity and Multiculturalism):

- A. HEB 3401W Jewish American Literature and Culture

Proposed Catalog Copy

3401W. Jewish American Literature and Culture

Three credits.

Interdisciplinary study of literary and artistic productions by and about Jews in the United States. CA1 CA4

- B. HEB/JUDS 3301 The Jewish Middle Ages

Proposed Catalog Copy

3301. Jewish Middle Ages.

Three credits.

Survey of sacred and secular literature in a wide variety of genres produced by Jews in the medieval period from major centers of European settlement. CA1 CA4

VIII. The General Education Oversight Committee and the Curricula and Courses Committee recommend revision to the following Content Area courses:

- A. ENGL 3609 Women in Literature

Current Catalog Copy

3609. Women in Literature

(285) Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher.

Analysis of the representation of women in a variety of works from different countries. CA 4.

Revised Catalog Copy

3609. Women's Literature

(285) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

Works written by women from different countries and centuries. CA 4.

IX. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee have approved the following for inclusion in Writing Competency courses:

A. ANSC 3312W Scientific Writing in Comparative Exercise Physiology

Proposed Catalog Copy

3312W. Scientific Writing in Comparative Exercise Physiology.

One credit. One class period. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; Open to juniors or higher. Co-requisite: ANSC 3311, Comparative Exercise Physiology.

A writing intensive class integrated with course content in ANSC 3311, Comparative Exercise Physiology.

B. ANSC 4342W Writing in Food Microbiology & Safety

Proposed Catalog Copy

4342W. Scientific Writing in Food Microbiology and Safety.

One credit. One class period. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; Open to juniors or higher. Co-requisite: ANSC 4341, Food Microbiology and Safety

A writing-intensive class integrated with course content in ANSC 4341 Food Microbiology and Safety.

C. JUDS 3401W Jewish American Literature and Culture

Proposed Catalog Copy

See above

D. WGSS 3257W Feminist Disability Studies

Proposed Catalog Copy

3257W. Feminist Disability Studies

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; Recommended: a 1000-level WGSS course; sophomores may enroll only with consent of instructor
Social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, exploration of how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures.

E. WGSS3270W Masculinities

Proposed Catalog Copy

3270W. Masculinities

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; Recommended preparation: a 1000-level WGSS course; sophomores may enroll only with consent of instructor

Social construction of masculinity and how maleness is gendered. Examination of the multiple forms of masculinity as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability and subcultures.

X. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee have approved revision of the following Writing Competency courses

A. ECON 2491W Internship Research Paper (enrollment restriction)

Current Catalog Copy

2491W Internship Research Paper

(295W) (Formerly offered as ECON 3491W.) One credit. Hours by arrangement.

Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester; have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; must be taken concurrently with ECON 2481; no credit will be given for one course without the other. Research paper of 3,000-4,000 words on approved topic related to the internship field study.

Revised Catalog Copy

2491W Internship Research Paper

(295W) (Formerly offered as ECON 3491W.) Hours by arrangement. One credit.

Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester; have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

B. COMM 2310W Media Literacy and Criticism (enrollment restriction)

Current Catalog Copy

2310/2310W Media Literacy and Criticism

(231/231w). Either Semester. Prerequisite: COMM 1000; ENGL 1010 or 1011 or 2011 or 3800. Recommended preparation: COMM 1300, 3400, 3600.

History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

Revised Catalog Copy

2310/2310W Media Literacy and Criticism

Prerequisites: COMM 1000; ENGL 1010 or 1011 or 2011 or 3800. Open to sophomores or higher. Recommended preparation: COMM 1300 or 3400 or 3600.

History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

- C. MSE 4902W Capstone Design Project II (credits, instructional pattern, and course description)

Current Catalog Copy

4902W. Capstone Design Project II

Two credits.

Seniors working in teams with faculty and industry mentors solve open ended projects in design of materials, products, and processes. Oral and written reports are required in each semester. For students with high academic standing the BSE and MS projects may overlap.

Revised Catalog Copy

4902W. Capstone Design Project II

Three credits. Seven hours practicum. Prerequisites: MSE 4901; ENGL 1010 or 1011 or 2011 or 3800.

Seniors working in teams with faculty and industry mentors solve open-ended projects in design of materials, products, and processes. Oral and written reports are required in each semester. For students with high academic standing the BSE and MS projects may overlap.

XI. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee have approved deletion of the following Quantitative Competency courses

- A. STAT 4625Q Introduction to Biostatistics

XII. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee have approved offering of the following courses in intensive session

- A. SPAN 1010 Contemporary Spanish Culture and Society through Film
B. STAT 1100Q Elementary Concepts of Statistics

Respectfully Submitted by the 12-13 Senate Curricula and Courses Committee.

Eric Schultz, Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Peter Kaminsky, Kathleen Labadorf, Anthony Minniti, Maria Ana O'Donoghue, Jeffrey Ogbar, Neel Rana, Annelie Skoog

12-10-12

Senate Scholastic Standards Committee Report to the University Senate

MOTION: Revisions to Bylaws Section II.E.13

December 10, 2012

VOTE on proposed changes to section II.E.13. of the *By-Laws, Rules, and Regulations of the University Senate* as presented at the November 12, 2012 Senate meeting.

Background:

In academic year 2011-12, The Division of Student Affairs, Office of Community Standards (OCS), made seven recommendations to the Senate Scholastic Standards Committee (SSSC) to revise various policies which had been approved by the Senate and included in the Bylaws in March 2008. These recommendations are the result of implementing the 2008 Bylaws revisions which the OCS determined were troublesome in carrying out their enforcement of academic misconduct cases. The SSSC held many discussions with OCS as well as among its members and have therefore developed the following revisions, to the Bylaws in conjunction with the OCS.

MOTION: Make the following changes to Section II.E.13 of the Senate Bylaws.

Section II.E.13 Cheating – Student Academic Misconduct

Academic misconduct is dishonest or unethical academic behavior that includes but is not limited to misrepresenting mastery in an academic area (e.g., cheating), ~~intentionally or knowingly~~ failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

Instructors shall take reasonable steps to prevent academic misconduct in their courses and to inform students of course-specific requirements. Students' responsibilities with respect to academic integrity are described in *Responsibilities of Community Life: The Student Code (The Student Code)*.

When the instructor of record or designee (instructor) believes that an act of academic misconduct has occurred s/he is responsible for saving the evidence in its original form and need not return any of the original papers or other materials to the student. Copies of the student's work and information about other evidence will be provided to the student upon request.

When an instructor believes there is sufficient information to demonstrate a case of academic misconduct, s/he shall notify the student in writing of the allegation of misconduct and the academic consequences that the instructor will impose. The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit. The written notification shall also inform the student whether the case has been referred to the Academic ~~Misconduct~~-Integrity Hearing Board (Board) for consideration of additional sanctions. The instructor shall send the written notification to the student with a copy to the Office of Community Standards (Community Standards) within ~~45-five~~ business days of having discovered the alleged misconduct. At the Regional Campuses, a copy shall be sent to the Office of Student Affairs (Regional Campus Student Affairs). Cases that are purely technical in nature, without any perceived intent to achieve academic advantage, may be reported at the discretion of the instructor.

In certain cases, the dean of a school or college or designee may become aware of alleged academic misconduct and may bring a complaint forward to the Board.

The student has ~~15~~-five business days from receipt of the written notice to respond to the instructor and/or to request a hearing (see “Academic ~~Misconduct~~ Integrity -Board”). If the student does not respond within the allotted time the instructor’s sanctions shall be imposed. If the student requests a hearing the instructor shall forward the request to Community Standards or the Regional Campus Student Affairs. If the student and the instructor reach a mutually acceptable resolution of the case the instructor shall notify Community Standards (or Regional Campus Student Affairs) of the agreement. The instructor shall also notify Community Standards (or Regional Campus Student Affairs) if s/he withdraws the allegation of misconduct. A student who has been notified that s/he has been accused of academic misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of ~~the Board~~the instructor and the appropriate dean. If a student withdraws from a course during a pending academic misconduct case, any academic sanction imposed will overturn the withdrawal.

If a semester concludes before an academic misconduct matter is resolved, the student shall receive a temporary “I” (incomplete) grade in the course until the instructor submits the appropriate grade.

The Academic ~~Misconduct~~ Integrity-Hearing Board

The Academic ~~Misconduct~~ Integrity-Hearing Board, which is administered by Community Standards, comprises two faculty members, two students, and a nonvoting chairperson, all of whom are appointed by the Director of Community Standards. At each Regional Campus, a designee working in conjunction with Community Standards is responsible for the organization and administration of their Academic ~~Misconduct~~ Integrity Hearing Board. Hearing procedures will be in accordance with the hearing procedures described in *The Student Code* (Part IV). Community Standards will ensure that appropriate Dean(s) and Faculty are kept informed of the status of misconduct cases in a timely fashion.

The accused student or the accusing instructor may refer a case of alleged academic misconduct to Community Standards for it to be adjudicated by the Board. Community Standards will review all academic misconduct cases as they are received to determine if a case needs to be heard by the Board to determine if additional sanctions need to be considered. After receiving written notification of academic misconduct from the instructor, Community Standards may meet with students to discuss additional sanctions outlined in *The Student Code* to determine if an agreement about additional sanctions can be reached. If an agreement cannot be reached between a student and Community Standards, the case will be heard by the Board.

Hearing on Academic Misconduct

If the Board finds that the student is “Not Responsible” for the alleged misconduct the Board shall not impose any sanctions and the instructor must reevaluate the student’s course grade in light of the Board’s finding.

If the Board finds that the student is “Responsible”, the instructor’s grading sanction shall be imposed. The Board does not have the authority to change or influence the grading sanction imposed by the instructor.

Upon consideration of a student’s record of misconduct and/or the nature of the offense the Board may impose additional sanctions. The Board should apply these sanctions in proportion to the severity of the misconduct. These sanctions may include any sanction as described in *The Student Code*.

Hearing Appeal

The decision of the Board may be appealed to the Provost or his/her designee. An appeal is not a new hearing. It is a review of the record of the hearing.

1. An appeal may be sought on ~~two~~-three grounds:
 - a. On a claim of error in the hearing procedure that substantially affected the decision.

- b. On a claim of new evidence or information material to the case that was not known at the time of the hearing.
 - ~~b.c.~~ To determine whether any additional sanction(s) (not including academic consequences) imposed by the Board were appropriate for the violation of *The Student Code* based on the student's conduct history and/or significance of the violation.
- 2. Appeals on such grounds may be presented, specifically described, in writing within five business days of the announcement of the Board's decision.
- 3. The decision of the Provost or his/her designee is final. There will be no further right of appeal.
- 4. The Provost or his/her designee shall have the authority to dismiss an appeal not sought on proper grounds.
- ~~5.~~ If an appeal is upheld, the Provost shall refer the case with procedural specifications back to the original Hearing Body who shall reconsider the case accordingly.

University Senate Curricula and Courses Committee
Motion for the Senate
December 10, 2012

The Curricula and Courses Committee and General Education Oversight Committee recommends approval of the following revision of the General Education Guidelines and the Senate By-Laws (II. C. 2).

Rationale: Current guidelines permit students to meet a portion of their Content Area One Arts and Humanities requirement with one-credit performance courses, which are repeatable. The proposed revision would extend the option to Content Area Four Diversity and Multiculturalism and CA-4 (International). A 1-credit course that has been approved by the Senate would be appropriate as a CA-4 but, without a change in the guidelines/bylaws language, the course cannot be approved for this content area.

Original language:

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.

Proposed revised language (changes in **bold** and ~~striketrough~~):

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 **and Content Area Four (including Content Area Four International), repeatable** one-credit ~~performance~~ courses may be included. Students may use no more than three credits of such courses to meet the requirement.

Respectfully Submitted by the 12-13 Senate Curricula and Courses Committee.

Eric Schultz, Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Peter Kaminsky, Kathleen Labadorf, Anthony Minniti, Maria Ana O'Donoghue, Jeffrey Ogbar, Neel Rana, Annelie Skoog

12-10-12

Annual Report of the Center for Excellence in Teaching and Learning
(University Senate December 10, 2012)

The Center for Excellence in Teaching and Learning (CETL) was created in April 2012 through the integration of the Center for Continuing Studies (CCS) and the Institute for Teaching and Learning (ITL). CETL serves to advance the teaching and learning mission of the University. The goal of this integration is to marshal the expertise needed to develop and implement innovative new programs and teaching strategies as part of UConn's ambitious new faculty hiring initiative.

The newly created eCampus (www.ecampus.uconn.edu) provides enhanced centralized support for development of entrepreneurial programs in schools and colleges and more specifically UConn's online initiative, working with faculty and departments to facilitate the development of high demand/high enrollment quality online courses at the undergraduate level, and at the graduate level, the development of post-baccalaureate and graduate certificates and degrees. eCampus staff provide a suite of services to support new academic program development from idea generation through successful program launch including demand market research, program approval process support, systemic instructional design, marketing and business services, and program evaluation and assessment strategies. Working with departments and staff from the summer programs office, eCampus supported the development of 16 new online undergraduate courses that were fully enrolled Summer Session II (2011), with 22 new online undergraduate courses currently under development for Summer 2012.

The Institute for Teaching and Learning (ITL) (www.itl.uconn.edu) has been reorganized to provide enhanced pedagogical and technological support for faculty, TA's, and undergraduate and graduate students, through a variety of ways including individual consultations for faculty, teaching enhancement plans, faculty learning communities, orientation programs for newly hired faculty and teaching assistants, and writing (over 4,000 tutorials this year) and quantitative tutoring centers (over 11,000 visits each semester) for students. Approximately 20 faculty members from all ranks and across departments and campuses are currently working collaboratively with ITL staff on teaching enhancement plans. The number of weekly lunch time seminars has increased by 60% (16 per semester) with attendance more than doubling from last year.

The Early College Experience (www.ece.uconn.edu) program continues to grow and now grants close to 60,000 credits per year. There are over 900 high school teachers involved offering 52 different UConn courses representing 23 departments from four schools and colleges, to more than 9,000 high school juniors and seniors in CT high schools. These courses cost \$25 per credit. Approximately 30% of entering first year UConn students transfer credits from the ECE program, with 1/3 of honors students being ECE alumni, and 28% of SSS students being ECE alumni (60% of ECE Seniors applied to UConn, 92% of whom were accepted, with 38% accepting admission).

Additional details will be shared during the presentation.

Center for Excellence in Teaching & Learning

Peter Diplock,
Interim-Assistant Vice Provost

Center for Excellence in Teaching & Learning (CETL)

- Created April 2012 through the integration of the Center for Continuing Studies (CCS) and Institute for Teaching and Learning (ITL)
 - Realignment of resources to more effectively support and promote excellence in teaching
 - Enhanced centralized support for online initiative
 - Assist Schools and Colleges in development new entrepreneurial programs
 - Provide business services and marketing expertise to support these activities
- Tighter alignment between staff expertise, operational excellence, and academic mission (e.g. Registrar, Bursar, Instructional Design, Program Academic Homes, etc.)
- 55 employees spread across three units
 - Institute for Teaching & Learning
 - Early College Experience
 - eCampus

UConn eCampus

Peter Diplock, Director

Judy Buffolino, Associate Director

Desmond McCaffrey, Associate Director

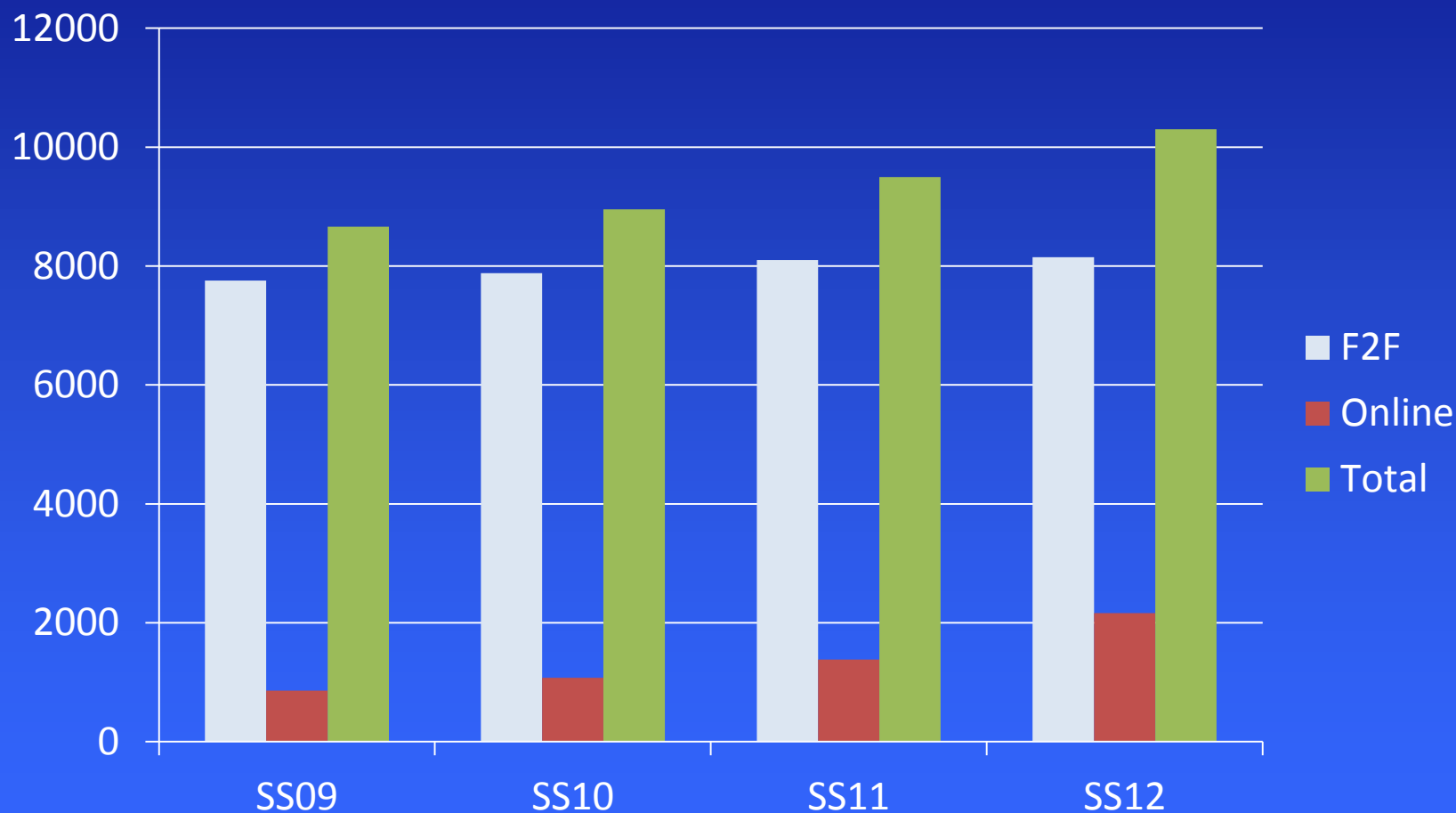
UConn eCampus

- Creation of eCampus follows recommendations from the Provost's task force on online learning
- Establishes a centralized support infrastructure to advance quality online education
- Provide a suite of services to support new academic program development from idea generation through successful program launch
 - market research
 - program approval process support
 - systemic instructional design
 - marketing and operational support
 - program evaluation and assessment strategies

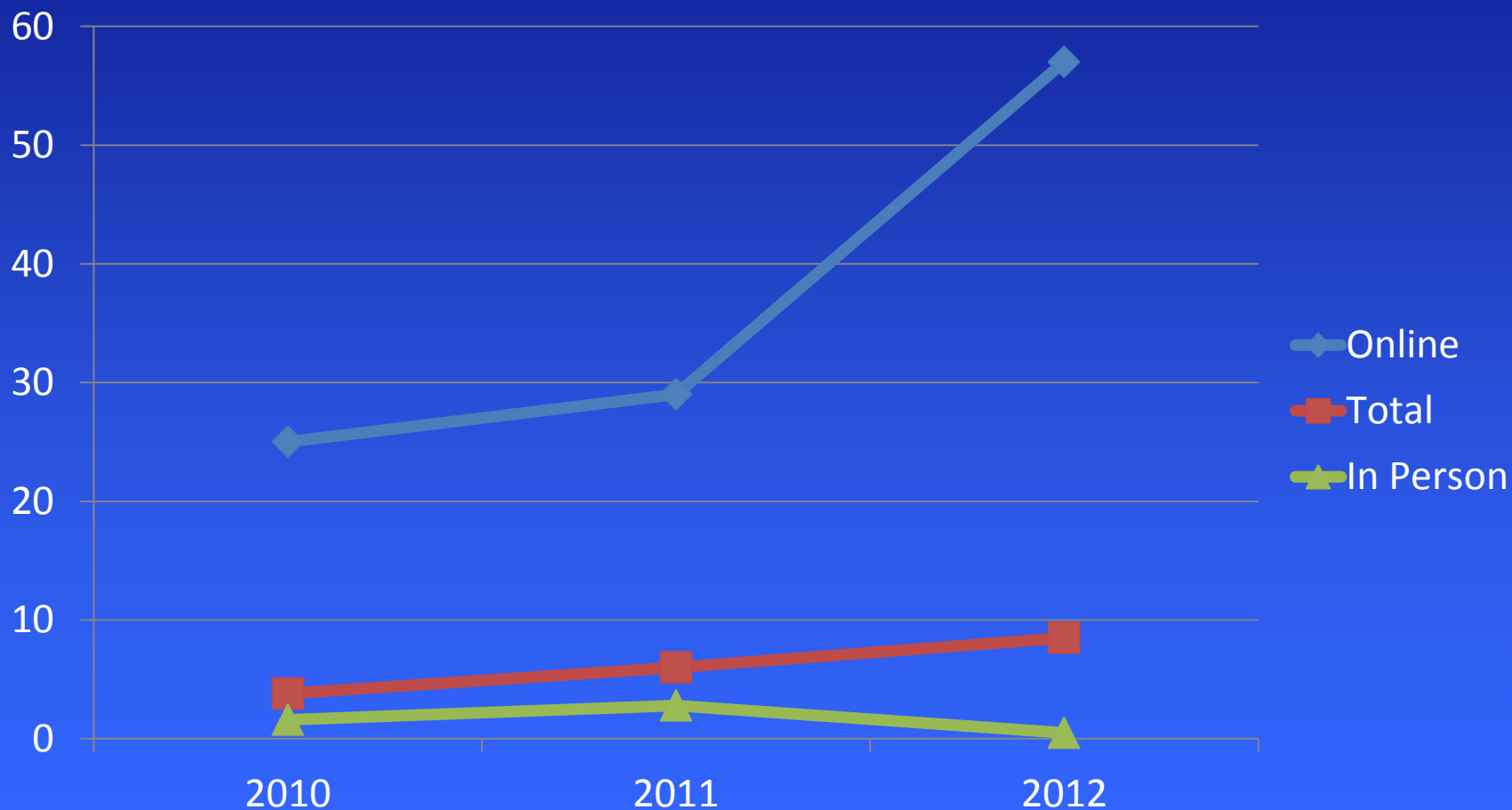
UConn eCampus

- Undergraduate: high demand/high enrollment courses
 - 16 new online undergraduate courses SS2, 2012
 - 22 new online undergraduate courses SS 2013
- Graduate: select post-baccalaureate and graduate certificates and graduate programs
 - Target 7-10 per year for the next 3-5 years
 - (e.g. Public Health, Non-Profit Management, Digital Media & Design, Puppetry, Museum & Curatorial Studies, Theatre Administration, Gifted and Talented, GIS, Survey Research, Higher Education Student Affairs, Global Financial Risk Management)

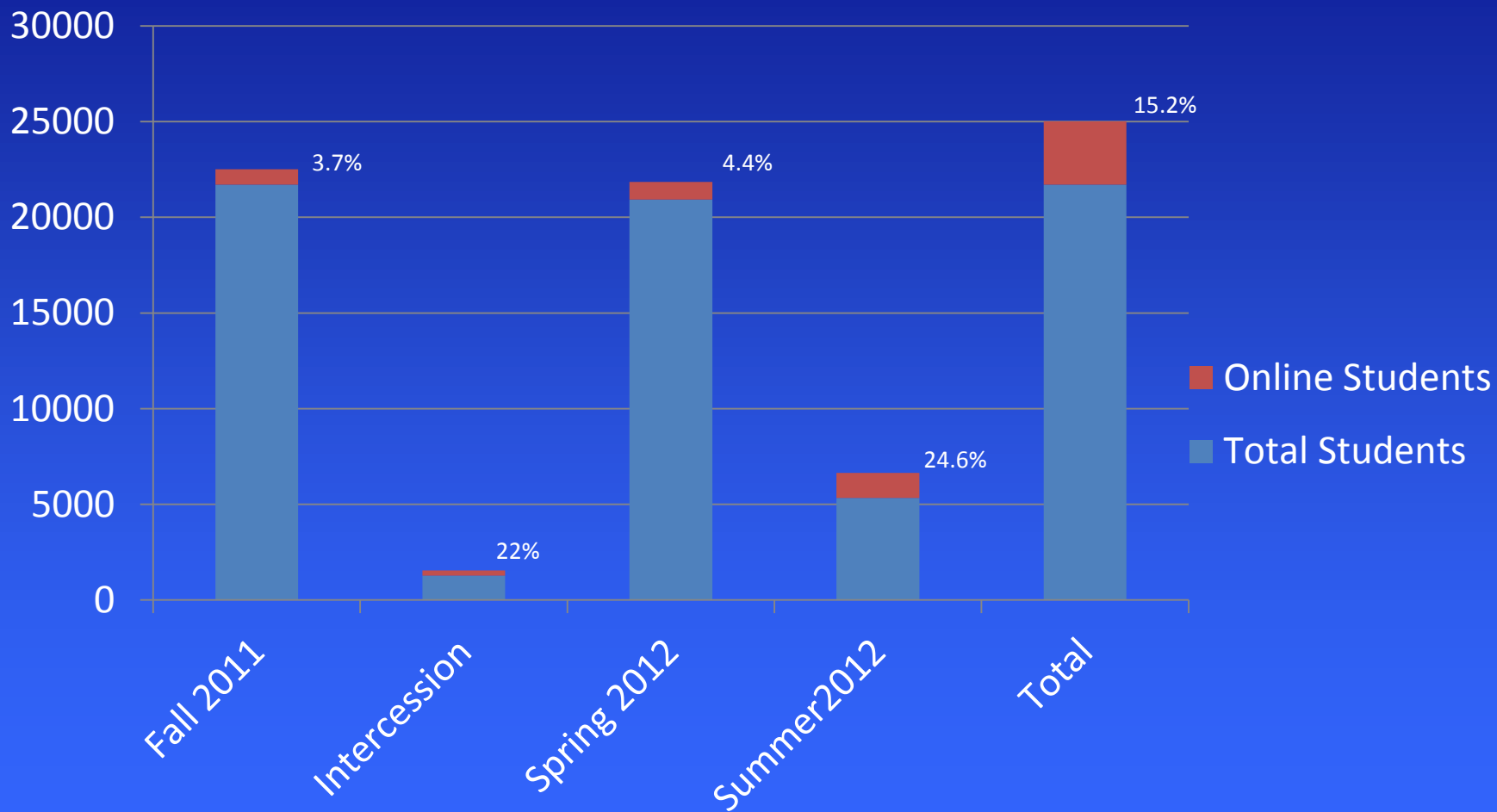
Summer Enrollments

C
E
T
LI
T
LE
C
Ee
CB
G
S

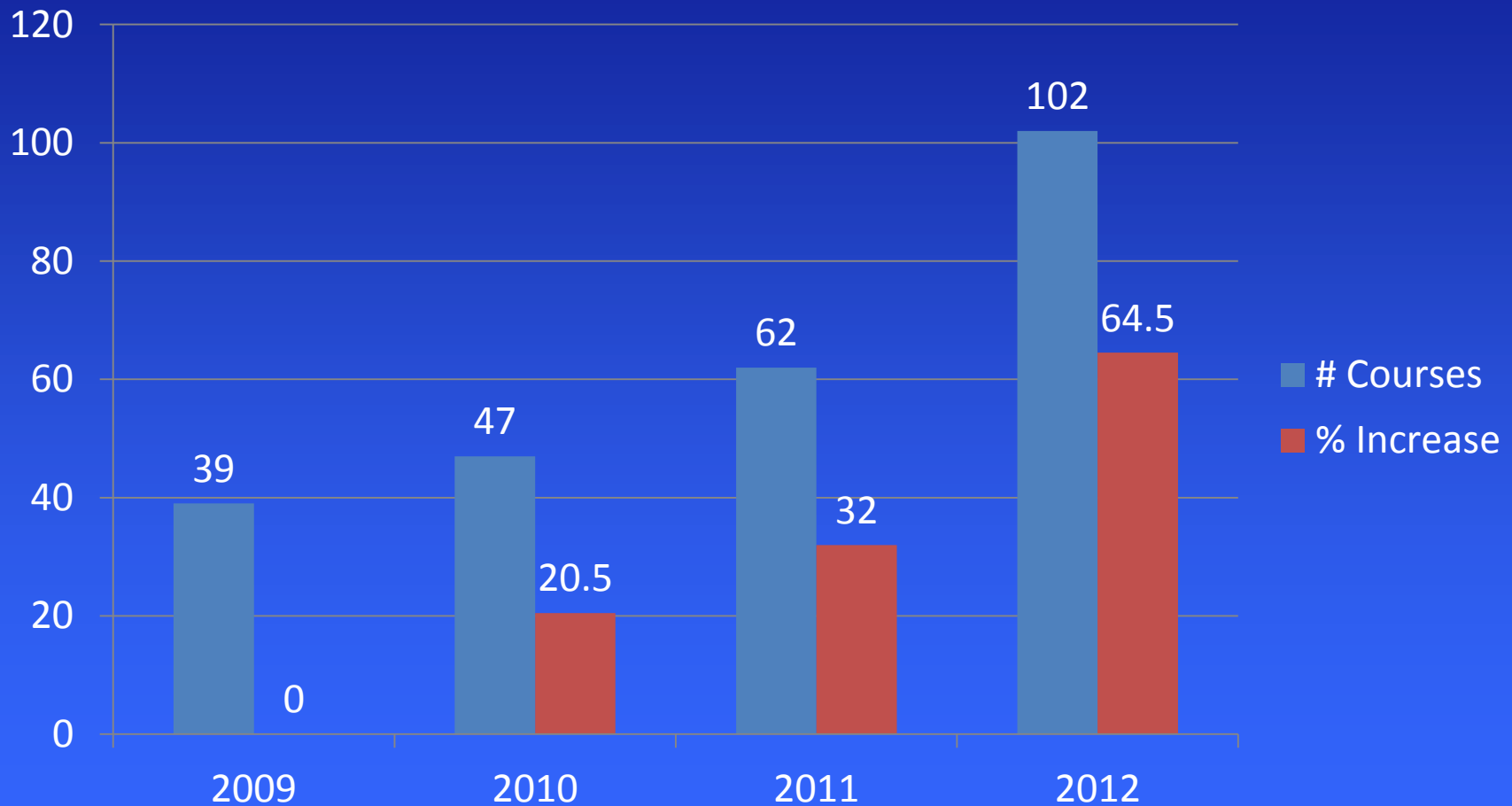
% Annual Growth Rate Summer Enrollments



Number of UConn Students Taking an Online Course



Number of Online Courses 2009-2012



UConn eCampus

- Integrated instructional design capabilities
- Established eCampus steering committee (meets monthly)
- Addressed intellectual property concerns with new document (vetted by faculty)
www.ecampus.uconn.edu/documents/IntellectualPropertyAgreement.pdf
- Worked with appropriate Senate and other faculty groups on Quality and Standards, adopting Quality Matters (QM) as a standard for course development and Sloan-C scorecard as a standard for programs
- Created ecampus website www.ecampus.uconn.edu
- Addressed logistical issues with registrar, bursar, grad school
- Secured exam proctoring options
- eCampus Development forum (4x per year)
- Ongoing collaborations (copyright, e-texts, faculty development & resources web page, instructional technologies)

Institute for Teaching & Learning (ITL)

Dan Mercier, Director

C
E
T
L

I
T
L

E
C
E

e
c

B
G
S

Institute for Teaching & Learning

Faculty & TA Development

- Teaching Enhancement Plans
- Faculty Learning Communities
- Lunchtime Seminars & Workshops
- Financial Support for Faculty Professional Development

Institute for Teaching & Learning

Educational Technologies – Instructional Resource Center (IRC)

- Relevant use of technology in the classroom (physical & virtual)
- Fall '12 3000 of 4000 classes have been converted to Blackboard 9
- Learning Resource Center (LRC) is now the Digital Resource Center (DRC)

Institute for Teaching & Learning

Educational Technologies - Interactive Television (iTV)

- 30 Academic courses per semester
- Over 300 “non-academic” video conferencing events per semester
- Provide support for a growing number of online course offerings and learning modules
- Departmental workshops for faculty who will be teaching synchronous distance learning courses
- Media Design has focused on support of classroom instruction and eCampus

Institute for Teaching & Learning

UConn Writing Center

- Provided over 4,000 tutorials
- Provide numerous faculty workshops
- Working with eCampus to provide online support for W courses

Institute for Teaching & Learning

Quantitative Learning Center

- Provided over 11,000 tutorials
- Introduced summer tutoring hours
- Working with eCampus to provide online support for W courses
- D,F,W rates

Early College Experience (ECE)

Gillian Thorne, Director

C
E
T
L

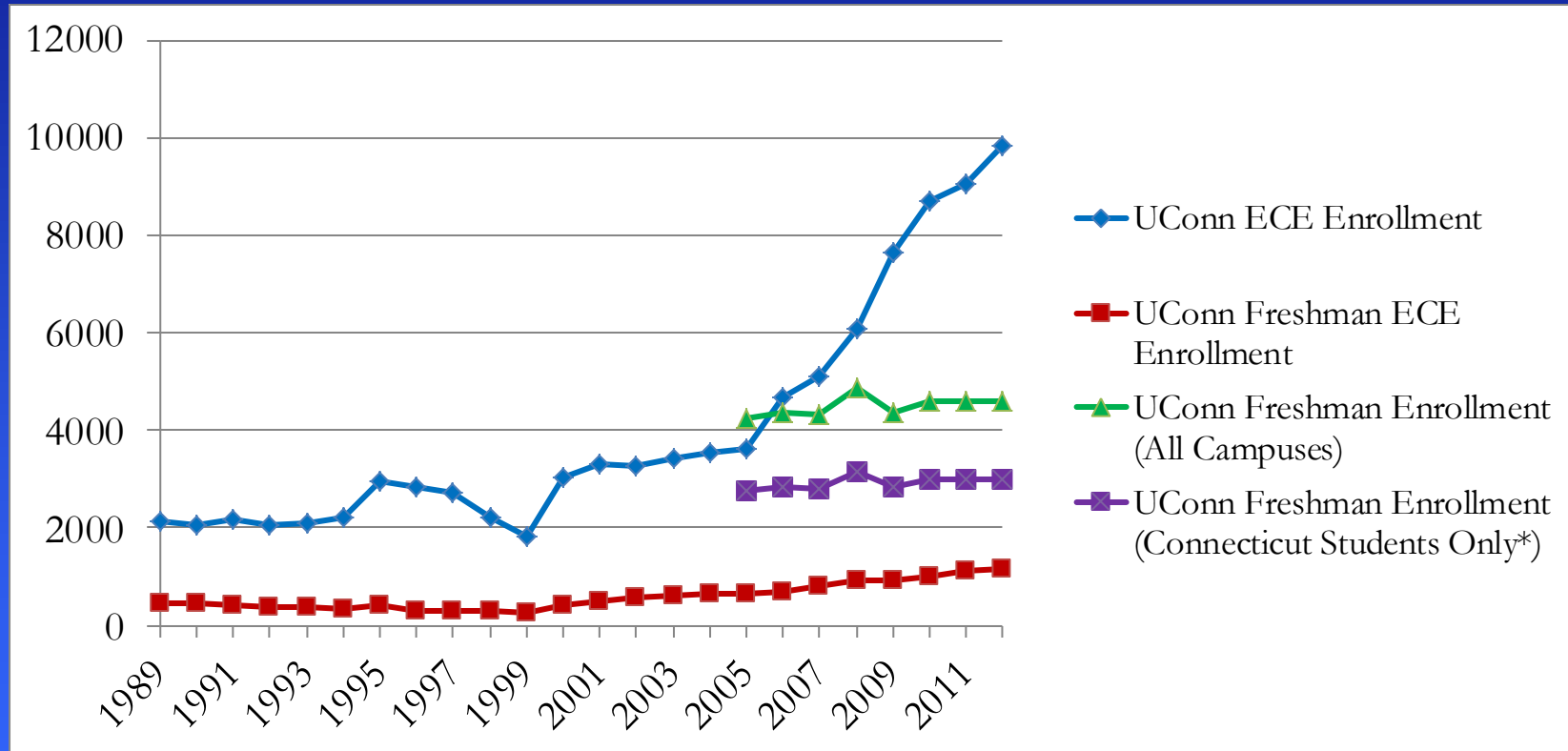
I
T
L

E
C
E

e
c

B
G
S

UConn Early College Experience Enrollment & Matriculation Statistics 1989-2012

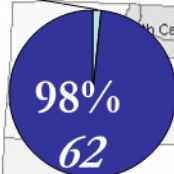


This graph shows **UConn ECE enrollment** as well as **UConn ECE Alumni matriculation** into UConn, in relationship to overall **Freshman enrollment**.

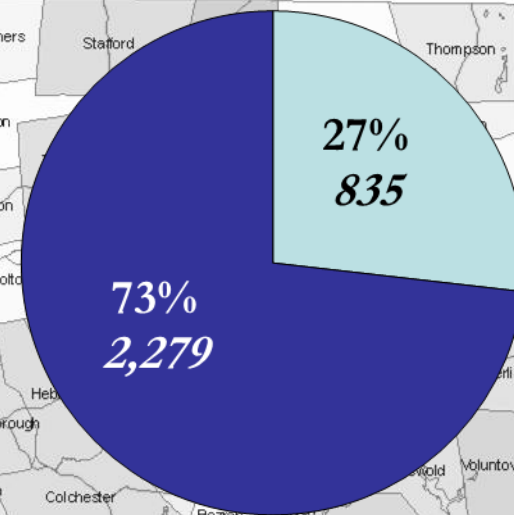
2012-2013 UConn ECE Alumni First-Year Freshman Matriculation

Torrington

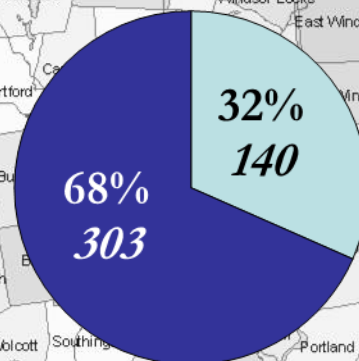
2%
1



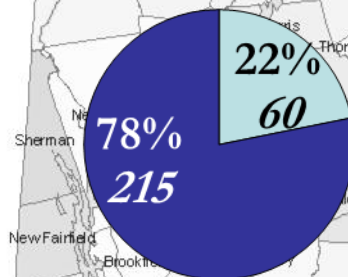
Storrs



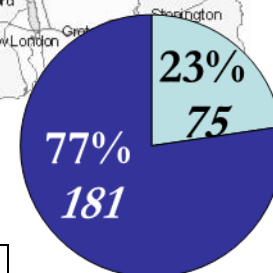
Hartford



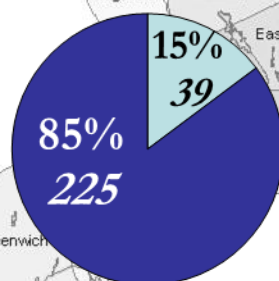
Waterbury



Avery Point



Stamford



UConn ECE Alumni

Other UConn Freshmen

**Percentage
Student
Enrollment**

C
E
T
L

I
T
L

E
C
E

e
c

B
G
S