

**University Senate Meeting
September 13, 2021
WebEx Virtual Meeting**

President Agwunobi called the meeting to order at 4:00 p.m.

1. Election of Moderator and Secretary

President **Agwunobi** called on Senator **Bramble** to nominate a moderator. Senator **Bramble** nominated Senator **Dineen** as moderator for the 2021-2022 academic year. Senator **Wagner** seconded the motion.

Motion passed unanimously.

Moderator **Dineen** called for nominations for Secretary of the Senate for the 2021-2022 academic year.

Senator **Bramble** nominated Christine North as Secretary of the Senate for the 2021-2022 academic year.

Senator **Wagner** seconded the motion.

Motion passed unanimously.

2. Land Acknowledgement Statement

Moderator **Dineen** read the Land Acknowledgement Statement:

“We would like to begin by acknowledging that the land on which we gather is the territory of the Mohegan, Mashantucket Pequot, Eastern Pequot, Schaghticoke, Golden Hill Paugussett, Nipmuc, and Lenape Peoples, who have stewarded this land throughout the generations. We thank them for their strength and resilience in protecting this land, and aspire to uphold our responsibilities according to their example.”

3. Introduction of Senators

Moderator **Dineen** asked Senate Administrator **Galli** to call the name of each senator. Senators state their name school/college and department, and the Senate committee(s) on which they serve.

4. Approval of Minutes of April 26, 2021 University Senate meeting

Moderator **Dineen** called for any amendments or objections to the minutes, for which there were none.

Minutes were accepted as presented.

5. Report of the President

President **Agwunobi** began by stating that it is a pleasure to be here for the first Senate meeting of the Fall semester and his first meeting in this role. While this meeting is virtual, he knows that many are back on campuses in person and he wants to thank everyone at the core of what we do. Through his interaction with students at events on the Storrs and regional campuses, he senses a feeling of excitement, relief, and happiness after being at home for so long.

President **Agwunobi** shared that his top priority was to open successfully and safely and he feels that so far it has been working well. He reported that we have a high vaccination rate among our students with 97% of Storrs residential students partially or fully vaccinated and more than 91% of students across all campuses fully or partially vaccinated. UConn is requiring vaccination for all employees. On the UConn Health campus, 12% of employees have not yet registered and about 25% at Storrs and regional haven't yet registered. the deadline for employees to report full vaccination status is October 15th. Communications are going out to employees as needed from Human Resources. UConn is maintaining the indoor masking policy. Students are in general very responsible about masking indoors. This has helped to keep our COVID numbers low. The most recent numbers show that there are six currently positive cases among the Storrs residential population and very low or none at the branch campuses. The COVID dashboard is updated every Wednesday.

President **Agwunobi** shared other items he is working on including strategic planning and issues around infrastructure [hiring for gaps in different areas, such as an AVP of the Office of Institutional Equity]. He noted he has great respect for the role that the Senate plays in shared governance at UConn and is looking forward to working with the Senate in the months ahead. He is a strong believer in open communication, accessibility, transparency. He has worked hard to exemplify those values at UConn Health and will continue to do the same here.

Moderator **Dineen** invited questions from the floor.

Senator **Long** asked President Agwunobi to comment on recent actions by the UConn Board of Trustees related to the AAUP contract negotiations and the purchase of a piece of property in Mansfield. Senator Long suggested that many faculty felt that both the BOT and the UConn administration were not acting in good faith. He further noted that the decision to purchase the Mansfield property blindsided the Mansfield Town Council, which had been negotiating for residential

and retail construction there to provide more affordable housing in the town and to increase its property tax base. Were you part of these BOT discussions? Do you agree with these decisions? And where is the \$4 million coming from? President **Agwunobi** thanked Senator **Long** for the candid questions and began by addressing the example given regarding the contract extension agreement. When he came to UConn in the interim role one of the first things that came up was the lack of a contract extension agreement. The team quickly came together and agreed that they should sign an extension of the contract and continue to have collaborative negotiations within that umbrella of an extended contract. This extension allows for all faculty negotiated terms that were in the original contract to continue while working towards a new agreement. Regarding the issue of the Town of Mansfield, he shared that he believes in a collaborative approach. He met with the Mayor to talk, though this land purchase was already complete by the time he came into this role. They discussed a future project that was being appealed by the University which was then dropped. They decided to move forward with structured, collaborative discussions with the Mayor and the Town of Mansfield about future development. President Agwunobi noted that he cannot speak to decisions that were made prior to him taking the interim role, but his experience with Board of Trustee members, in general, is that these are very deeply committed individuals. They don't always make decisions that everyone will always agree with, but this type of forum is important to bring up the decisions we don't agree with so we can get feedback to the administration and the Board. President **Agwunobi** asked Lloyd **Blanchard**, Chief Financial Officer, to speak on the final question regarding where the funds were coming from for the land purchase. Senator **Blanchard** stated that the four million dollars for the Capstone Property purchase came from leftover funds budgeted for the Tech Park, which are State General Obligation (GO) Bond Funds.

Senator **McCutcheon** commented on hiring especially at the administrative level over the last decade or so, yet at the school level they've seen consistent budget cuts and budget crises. He questioned how prioritizations of the budget are going to affect academic units when we hear things about major budget increases in areas such as Athletics and Human Resources. How are these decisions being made? President **Agwunobi** responded that he is still learning the process for prioritization and he is also working with the Strategic Planning Committee. The Provost helps us to prioritize the mission of teaching, research, and service. President **Agwunobi** will be working with finance, Provost Lejuez, and others as we budget moving forward.

Senator **Majumdar** commented that he is on the current AAUP Negotiating Team and was also on the 2017 team. He noted that the 2017 team agreed on the terms of an extension within a couple of hours following the realization that there would not be a new contract before the current one expired. The current team met for nearly 7 weeks working only on the extension agreement. This eroded trust, not only between the teams but among the faculty. Senator **Majumdar** then inquired about vaccination rates at the Stamford campus. He noted that 88% of students are reported to be partially or fully vaccinated and 4% are reported to be exempt. What has happened to the remaining 8% of students? There is concern about the lack of mandatory weekly testing for non-residential students who make up 85% of the student body at the Stamford campus. With the permission of the Senate, Dean of Students Ellie **Daugherty** was recognized and shared that she has been working directly with the President and the Provost regarding the need to implement surveillance testing for those exempted students. They met with the campuses last week and activated the contract with Vault Medical Services. Surveillance testing on the regional campuses will be implemented for those students who have been exempted from the requirement.

Senator **Jockusch** was concerned that the torch-lighting at Convocation appeared to be the kind of close outdoor association through which the Delta variant has been shown to spread. What led to the decision to hold such an event? Dean of Students **Daugherty** shared that the position regarding outdoor programming and events and the adoption of preventative measures is a University effort. Convocation is one of several significant events in the student experience. The University understood the risk that comes with congregating in a large setting. The vaccination rate was at (about) 97% at the time and the event was delayed by one day to allow for a head start on all of the pre-arrival and arrival student testings. We are now more than a week after Convocation and there has not been a spike in cases, which is viewed as a cautious affirmation that the planning effort that went into it was appropriate.

6. Report of the Senate Executive Committee

Attachment #1

Moderator **Dineen** invited questions from the floor.

Senator **McCutcheon** shared his objection to the SEC's decision to remove the chat feature from the online meetings. He feels that the Senate should take advantage of the tools that the platform offers so that we may better communicate with fellow Senators in this virtual environment. Senator **Siegle** noted that the use of the chat feature does not allow for communication to flow through the Moderator. A senator

wishing to speak need only raise their hand. Floor discussions can then be recorded in the minutes.

Senator **Long** asked if the Senate Executive Committee is considering bringing to the Senate a resolution to commend former President Katsouleas for his contributions to the University. Senator **Siegle** stated that the SEC sent an e-mail thanking President Katsouleas for his service and outlining the contributions he had made to the University.

Moderator **Dineen** asked if there was any new business being brought to the Senate this evening. There was no new business.

Senator **McCutcheon** asked if there was any discussion with the former President or any others regarding a formalized search for the next president and whether one would be commencing any time soon as there seems to be some ambiguity on this in some e-mails. Senator **Siegle** noted that presidential searches are the purview of the Board of Trustees.

7. **Consent Agenda Items:**

Attachment #2

Report of the Senate Curricula and Courses Committee

Moderator **Dineen** called for a vote to approve the Consent Agenda Items. Passed by voice consensus.

8. **Report from Senate Scholastic Standards**

Attachment #3

(presented by Senators Coulter and Fitch)

PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.B.10, Academic Advising and Registration, 11.E.3.b, Pass-Fail Option

Senator **Fitch** presented the Report from the Senate Scholastic Standards.

Moderator **Dineen** invited questions from the floor.

Senator **Schultz** inquired about the reasoning concerning the 11th week noting this follows nearly two weeks from when students have the opportunity to register for courses in the Spring. Senator **Fitch** shared that the concern was discussed by the Committee and the main reason for extending the deadline to the 11th week is to allow time for students to have adequate assessments. Many faculty rely on late semester

work. The SSC appreciates that students will have already registered for the Spring semester, but they will still have time to modify their registration.

Senator **Schultz** motioned to amend the wording.

(amendments are highlighted in yellow)

Students **seeking to withdraw** ~~Withdrawing~~ from more than one course after the tenth day of classes or seeking to withdraw ~~Withdrawing~~ from a course after the eleventh week of the semester ~~require~~ **must get approval from** ~~by~~ the student's advisor and ~~No student is permitted to drop a course after the ninth week of classes or to drop more than one course after the first ten days of classes unless on the recommendation of the advisor, an exception is made~~ **by from** the ~~d~~Dean or designee of the school or college in which the student is enrolled.

Students who are selecting a course for the Pass-Fail option or **want to convert** a Pass-Fail back to a graded basis must do so ~~within the first two weeks~~ by the eleventh week of the semester. Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the course back to a Pass-Fail. ~~Students who are removing a course from the Pass-Fail option must do so within the first nine weeks of the semester.~~ Students interested in **seeking to** putting a course on Pass-Fail after the eleventh week of the semester **must get** ~~require~~ approval **by from** the student's advisor and **by from** the Dean or designee of the school or college in which the student is enrolled.

Senator **Morrell** seconded the motion for the amendments.

The motion to amend passed.

Senator **McDougald** asked for verification on whether the scope of the change included The Graduate School. Senator **Holsinger** confirmed that the Graduate catalog follows the Undergraduate Catalog with regards to the withdrawal date and the pass/fail option is not available to graduate students.

Senator **McDougald** motioned to amend the wording.

*"Poor academic performance **alone** is not an extenuating circumstance."*

Moderator **Dineen** stated that with permission of the Senate she proposed that the word "alone" be added and this minor change does not require a vote if there are no objections. The amendment was initially accepted. Senator **Armstrong** then noted concern about adding the word "alone" as she feels this may be limiting.

Senator **Armstrong** motioned to remove the word, “**alone**” from “Poor academic performance **alone** is not an extenuating circumstance.”

Senator **Long** seconded the motion.

There was no further discussion.

The motion passed.

Moderator **Dineen** called for a vote to amend the By-Laws, Rules and Regulations of the University Senate, II.B.10, Academic Advising and Registration, 11.E.3.b, Pass-Fail Option.

The motion passed with greater than the 2/3 majority required to present and vote on a Senate by-law amendment within the same meeting.

9. Enrollment Update

Attachment #4

Mona **Lucas**, Assistant Vice President of Enrollment Planning and Management shared the Enrollment Update.

Moderator **Dineen** invited questions from the floor.

Senator **Morrell** inquired about the split in the non-CT resident enrollment, international versus out-of-state students. How has that changed and what are the expectations are going forward? Director of Admission Vern **Granger** shared that the target for this year was about 60% CT residents and 40% non-residents. We came close to the target for in-state students. The composition of the non-resident percentage is showing higher out-of-state students versus international due to the pandemic and challenges associated with visas. Senator **Morrell** asked whether there was a sense as to whether this might change in the future. Mr. **Granger** noted there is a feeling that there will be a rebounding of international students coming to the United States so long as COVID improves and there is a reopening of visas for students.

Senator **Lillo-Martin** requested that the student breakdown also includes students who identify as disabled.

Senator **McCoach** noted that there appears to be a major underrepresentation of African-Americans and Latinx when compared to the K-12 populations in CT as of last year. What is the University doing to increase the representation of these two very important groups? Mr. **Granger** noted that this important question is being considered by the Undergraduate Admissions Office and its Enrollment Planning and Management partners. They are taking a multi-pronged approach which would start with recruitment, then move onto holistic application review including moving to test-optional.

Senator **McCutcheon** asked why we are still reporting test scores as a metric of quality when the percentage of freshmen who did not submit scores is high. Mr. **Granger** stated that about 40% of newly enrolled students reported a test score. There was an increase in the scores from last year to this one, but this is noted in the score reporting.

Senator **Majumdar** noted that the target for in-state students of 60% was broadly met, but the numbers that are presented are true for the Storrs campus. The regional in-state student number was around 93%. Overall, what is the percentage of CT residents that were taken in this year across all the campuses? Mr. **Granger** clarified that the targets are for Storrs and there is no residency target for the regional campuses.

10. New Business

No new business

11. Adjournment

Senator **Morrell** motioned to adjourn the meeting.

Senator **Burkey** seconded.

Motion passed by consensus.

The meeting was adjourned at 6:02 p.m.

Respectfully Submitted,

Christine S. North

Secretary of the University Senate, 2021-2022

SENATE EXECUTIVE COMMITTEE

Del Siegle, Chair

Robert Bird

Laura Burton

Gary English

Mason Holland

Irio Schiano

Pam Bramble

Marisa Chrysochoou

Maria-Luz Fernandez

Angela Rola

Manuela Wagner

Senate Executive Committee
Report to the University Senate

September 13, 2021

- Welcome and honored to serve as chair
- SEC has met on 2 days / total 9 hours!
 - Private meetings w/President Agwunobi & Provost
 - Committee chairs to review priorities for year and set agenda for this meeting
 - Senior administration
 - Mike Willig, Senate rep to UConn Foundation
- Appointed Ed Weingart BoT rep to Research, Entrepreneurship, and Innovation Committee
- Due to a scheduling conflict, VP Ethan Werstler will represent the USG on the SEC. USG President Mason Holland will attend the afternoon SEC meetings (with Senate committee chair or senior administration)
- Voted to continue not using Chat
 - Not in spirit of Robert's Rules of avoiding individuals dominating discussion and multiple topics being discussed at once
 - Not part of official record
 - Not monitored – incorrect information circulated to entire Senate
 - Violates tradition of the Senate
 - Moderator recognizes Senators to speak
 - Comments are directed to the Moderator
- Upcoming meetings
 - Senate reps to BoT committees (improve avenues of communication)
 - SEC with BoT Dan Toscano and Vice chair Andrea Dennis-Lavigne
- SSC motion today – present & vote (2/3 majority)
- Mona Lucas substituting for Nathan Fuerst in presenting Enrollment report today
- Special meeting of Senate
 - Next Monday, 9/20, 4:00
 - Only agenda item – presentation of motion to approve new gen ed

University Senate Curricula and Courses Committee
Report to the Senate
September 13, 2021

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

A. AFRA/COGS 2345 Language and Racism (#6877)

Proposed Catalog Copy

AFRA 2345. Language and Racism

Also offered as: COGS 2345

3.00 credits

Prerequisites: Open to sophomores or higher. Recommended Preparation: One course in AFRA or COGS.

Grading Basis: Graded

Examines the relationships between language use, both historically and across the lifespan, and the social construction of race, racism, and racial identity, with particular emphasis on racial politics in the United States.

COGS 2345. Language and Racism

Also offered as: AFRA 2345

3.00 credits

Prerequisites: Open to sophomores or higher. Recommended Preparation: One course in AFRA or COGS.

Grading Basis: Graded

Examines the relationships between language use, both historically and across the lifespan, and the social construction of race, racism, and racial identity, with particular emphasis on racial politics in the United States.

B. ANTH 2200 Race and Human Biological Diversity (#6997)

Proposed Catalog Copy

ANTH 2200. Race and Human Biological Diversity

3.00 credits

Prerequisites: None

Grading Basis: Graded

An introduction to race and racism, concepts of racial difference, and the patterns of human biological variation. Special emphasis on understanding human biodiversity within historical, scientific, and social contexts.

C. HIST/AAAS 2688/W Foreign Relations of China Since 1949 (#5414) [Approved by GEOC for CA1 and W]

Proposed Catalog Copy

HIST 2688. Foreign Relations of China Since 1949

Also offered as: AAAS 2688

3.00 credits

Prerequisites: None

Grading Basis: Graded

A survey of China's foreign policy from the Cold War to the present, including its domestic politics, Communist ideology, economic reforms, and changing role in global affairs. CA 1.

HIST 2688W. Foreign Relations of China Since 1949

Also offered as: AAAS 2688W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

A survey of China's foreign policy from the Cold War to the present, including its domestic politics, Communist ideology, economic reforms, and changing role in global affairs. CA 1.

AAAS 2688. Foreign Relations of China Since 1949

Also offered as: HIST 2688

3.00 credits

Prerequisites: None

Grading Basis: Graded

A survey of China's foreign policy from the Cold War to the present, including its domestic politics, Communist ideology, economic reforms, and changing role in global affairs. CA 1.

AAAS 2688W. Foreign Relations of China Since 1949

Also offered as: HIST 2688W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

A survey of China's foreign policy from the Cold War to the present, including its domestic politics, Communist ideology, economic reforms, and changing role in global affairs. CA 1.

D. LLAS/HRTS 2450 Human Rights in Latin America (#3235)

Proposed Catalog Copy

HRTS 2450. Human Rights in Latin America

Also offered as: LLAS 2450

3.00 credits

Prerequisites: None. Not open for credit to students who have passed LLAS 3998 or HRTS 3298 when offered as "Human Rights in Latin America."

Grading Basis: Graded

Fundamental concepts and recurrent challenges of human rights in Latin America.

LLAS 2450. Human Rights in Latin America

Also offered as: HRTS 2450

3.00 credits

Prerequisites: None. Not open for credit to students who have passed LLAS 3998 or HRTS 3298 when offered as “Human Rights in Latin America.”

Grading Basis: Graded

Fundamental concepts and recurrent challenges of human rights in Latin America.

- E. NURS 1500 Introduction to Correctional Health Care (#3995) [Declined for CA2; only being added as a new course at this time]

Proposed Catalog Copy

NURS 1500. Introduction to Correctional Health Care

3.00 credits

Prerequisites: None

Grading basis: Graded

Health care delivery for persons involved in the United States correctional system at the individual, cultural, societal, and national level. Students will apply concepts and theories from the social and psychology sciences to develop critical thought about current health care access, delivery, and treatment in the correctional system.

- F. SOCI 2260 Science, Medicine, and Race (#6336)

Proposed Catalog Copy

SOCI 2260. Science, Medicine, and Race

3.00 credits

Prerequisites: None. Recommended Preparation: SOCI 1001

Grading Basis: Graded

An introduction to science, medicine, and the construct of race. Employs a variety of scholarly literatures but centers on the social constructionist approach to race. Topics may include colonialism, eugenics, and Darwinism; notions of biology and species; the causes and consequences of health inequities across the color-line; genetic and genomic research; and DNA and ancestry testing.

- G. URBN 1400/W Site and Sound: Understanding Cities Through Popular Music (#5954)

[Approved by GEOC for CA2, CA4, W]

Proposed Catalog Copy

URBN 1400. Site and Sound: Understanding Cities Through Popular Music

3.00 credits

Prerequisites: None

Grading Basis: Graded

Examination of urban issues and trends like race, gender, class, sexuality, place attachment, politics, economics, environmentalism, and social activism by interpreting the lyrics and videos of popular music. CA 2. CA 4.

URBN 1400W. Site and Sound: Understanding Cities Through Popular Music

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Examination of urban issues and trends like race, gender, class, sexuality, place attachment, politics, economics, environmentalism, and social activism by interpreting the lyrics and videos of popular music. CA 2. CA 4.

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

A. CE 2211 Engineering Economics I (#5814) [Revise prereqs]

Current Catalog Copy

CE 2211. Engineering Economics I

1.00 credits

Prerequisites: Open only to CE and ENVE majors. Not open for credit to students who have taken CE 2210 or ENVE 2330. May not be taken out of sequence after passing CE 3220.

Grading Basis: Graded

Time value of money. Simple, compound, nominal, and effective interest rate. Present, future, and annual worth methods. Single payment, annuity series, gradient series. Rate of return method. Evaluation of alternative projects.

Revised Catalog Copy

CE 2211. Engineering Economics I

1.00 credits

Prerequisites: Open only to CE and ENVE majors. Not open for credit to students who have taken CE 2210 or ENVE 2330.

Grading Basis: Graded

Time value of money. Simple, compound, nominal, and effective interest rate. Present, future, and annual worth methods. Single payment, annuity series, gradient series. Rate of return method. Evaluation of alternative projects.

B. CHEM 1124Q Fundamentals of General Chemistry I (#4994) [Revise prereqs]

Current Catalog Copy

CHEM 1124Q. Fundamentals of General Chemistry I

4.00 credits

Prerequisites: Not open to students who have passed CHEM 1127Q, 1137Q, or 1147Q. Students who have passed CHEM 1122 will receive 2 units for CHEM 1124Q. Recommended preparation: MATH 1011Q or equivalent.

Grading Basis: Graded

The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding. CA 3-LAB.

Revised Catalog Copy

CHEM 1124Q. Fundamentals of General Chemistry I

4.00 credits

Prerequisites: Not open to students who have passed CHEM 1127Q, 1137Q, or 1147Q. Students who have passed CHEM 1122 will receive only 2 credits, but 4 credits will be used for calculating the GPA. Recommended Preparation: MATH 1011Q or equivalent.

Grading Basis: Graded

The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory, and covalent bonding. CA 3-LAB.

C. CHIN 1111 Elementary Chinese I (#5537) [Revise prereqs]

Current Catalog Copy

CHIN 1111. Elementary Chinese I

4.00 credits

Prerequisites: Not open to students who have had three or more years of Chinese in high school. Cannot be taken for credit after passing CHIN 1101, 1102, 1103, 1104, 1112, 1113, 1114.

Grading Basis: Graded

Development of ability to communicate in Chinese, orally and in writing.

Revised Catalog Copy

CHIN 1111. Elementary Chinese I

4.00 credits

Prerequisites: Not open to students who have had three or more years of Chinese in high school. Students with prior knowledge of Chinese should contact the instructor or the program coordinator prior to registration. Cannot be taken for credit after passing CHIN 1101, 1112, 1113, or 1114.

Grading Basis: Graded

Development of ability to communicate in Chinese, orally and in writing.

D. DRAM 2130 History of Drama I (#3717) [Approved by GEOC to revise title, prereqs, and description]

Current Catalog Copy

DRAM 2130. History of Drama I

3.00 credits

Prerequisites: Not open for credit to students who have passed DRAM 2132. May not be taken out of sequence after passing 4711.

Grading Basis: Graded

Dramatic literature and theatre history from Classical Greece through the Spanish Golden Age, including an examination of non-western theatre traditions, especially Japanese. SM-11/9/09

Revised Catalog Copy

DRAM 2130. Histories of Drama and Performance I.

3.00 credits.

Prerequisites: Open to Dramatic Arts majors only. May not be taken out of sequence after passing DRAM 4711W.

Grading Basis: Graded

Dramatic literature and performance histories from various cultural traditions from the 5th century BCE through the 17th century.

- E. DRAM 2131 History of Drama II (#3775) [Approved by GEOC to revise title, prereqs, and description]

Current Catalog Copy

DRAM 2131. History of Drama II.

3.00 credits

Prerequisites: None. Recommended preparation: DRAM 2130. Not open for credit to students who have passed DRAM 2133. May not be taken out of sequence after passing 4711.

Grading Basis: Graded

Dramatic literature and theatre history from the French Renaissance to Contemporary Theatre, including an examination of non-western theatre traditions, especially Chinese.

Revised Catalog Copy

DRAM 2131. Histories of Drama and Performance II.

3.00 credits.

Prerequisites: May not be taken out of sequence after passing DRAM 4711W. Recommended preparation: DRAM 2130. Open to Dramatic Arts majors only.

Grading Basis: Graded

Dramatic literature and performance histories from various cultural traditions from the 17th century to contemporary examples.

- F. KINS 1100 Exercise and Wellness for Everyone (#7079) [Revise prereqs]

Current Catalog Copy

KINS 1100. Exercise and Wellness for Everyone

3.00 Credits

Prerequisites: Open only to students in Kinesiology programs.

Grading Basis: Graded

This course provides an overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships), specifically emphasizing the role that exercise plays in health promotion and disease prevention across the lifespan by presenting the impacts of exercise in multiple domains including leisure time, culture, community, careers, and the workplace.

Revised Catalog Copy

KINS 1100. Exercise and Wellness for Everyone

3.00 Credits

Prerequisites: None

Grading Basis: Graded

This course provides an overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships), specifically emphasizing the role that exercise plays in health promotion and disease prevention across the lifespan by presenting the impacts of exercise in multiple domains including leisure time, culture, community, careers, and the workplace.

G. KINS 2200 Introduction to Athletic Training (#7241) [Revise prereqs and description]

Current Catalog Copy

KINS 2200. Introduction to Athletic Training

3.00 credits

Prerequisites: Open only to Exercise Science majors with consent of instructor. May not be taken out of sequence after passing KINS 3212.

Grading Basis: Graded

Basic and essential elements of athletic training. Includes discussion of the sports medicine team, legal and research aspects of athletic training, organizational policies, administrative responsibilities, and policies and procedures.

Revised Catalog Copy

KINS 2200. Introduction to Athletic Training

3.00 credits

Prerequisites: None

Grading Basis: Graded

This course is an introduction to basic principles of the athletic training profession. Content includes history of the athletic training profession, sports medicine team concepts and applications, environmental influences, health assessment screenings, basic injury and illness assessment, management and treatment, protective equipment, strength and conditioning concepts, and health risks related to the physically active. An overview of athletic training professional organizations and the role the athletic trainer plays in the health care system is introduced. Risk factors associated with blood-borne pathogens (BBP) and common diseases that affect the active population are investigated. Concepts of universal precautions and BBP training will also be provided.

H. WGSS 1193 Foreign Study (#6777) [Revise title]*Current Catalog Copy*

WGSS 1193. Foreign Study

1.00 - 6.00 credits | May be repeated for credit.

Prerequisites: None.

Grading Basis: Graded

May be repeated for credit. Consent of program director required, normally before the student's departure.

Revised Catalog Copy

WGSS 1193. International Study

1.00 - 6.00 credits | May be repeated for credit.

Prerequisites: None.

Grading Basis: Graded

May be repeated for credit. Consent of program director required, normally before the student's departure.

III. The Senate Curricula and Courses Committee recommends the DELETION of the following 1000- or 2000-level courses:**A. ENGL 1013W Technical Writing I (#4316)****IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend ADDITION of the following 3000- or 4000-level existing courses within or into the General Education curriculum:****A. ENGL 3015W Writing Across Cultures (#4576)***Proposed Catalog Copy*

ENGL 3015W. Writing Across Cultures.

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Investigation of linguistic diversity; how persuasion is used in conversations related to diverse linguistic issues. CA 4.

B. POLS 3413/W International Security (#5734)*Proposed Catalog Copy*

POLS 3413. International Security

3.00 credits

Prerequisites: None

Recommended Preparation: POLS 1402

Grading Basis: Graded

Theory and practice of international security. Topics include why groups use terrorism, why states go to war, the emergence of humanitarian intervention, and the role of technology ranging from nuclear weapons to computer viruses. CA 2.

POLS 3413W. International Security

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended Preparation: POLS 1402

Grading Basis: Graded

Theory and practice of international security. Topics include why groups use terrorism, why states go to war, the emergence of humanitarian intervention, and the role of technology ranging from nuclear weapons to computer viruses. CA 2.

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

A. ARE 3261W Writing in Food Policy (#5815) [Revise level]

Current Catalog Copy

ARE 3261W. Writing in Food Policy

1.00 credits

Prerequisites: ARE 3260 must be taken concurrently; ENGL 1007 or 1010 or 1011 or 2011; open to Resource Economics majors, others with instructor consent; Not open to students who have passed ARE 3260W.

Grading Basis: Graded

A writing intensive course on issues related to food policy, integrated with course content in ARE 3260.

Revised Catalog Copy

ARE 2261W. Writing in Food Policy

1.00 credits

Prerequisites: ARE 2260 (may be taken concurrently) or 3260; ENGL 1007 or 1010 or 1011 or 2011; open to Applied and Resource Economics majors, others with instructor consent.

Grading Basis: Graded

A writing intensive course on issues related to food policy, integrated with course content in ARE 2260. Formerly offered as ARE 3261W.

B. ARE 3434E Environmental and Resource Policy (#5834) [Revise level and description]

Current Catalog Copy

ARE 3434E. Environmental and Resource Policy

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Economic and policy aspects of natural resource use and environmental quality issues. Designed for students with diverse departmental affiliations.

Revised Catalog Copy

ARE 2434E. Environmental and Resource Policy

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Emergence of environmental policies from the local, legal, and regulatory angles. Formalization and structure of environmental policy with a focus on the hurdles, design, and implementation of policy, particularly air and water policy. Suitable for all majors. Formerly offered as ARE 3434E.

C. DRAM 4135/W Period Studies in Theater (#3274) [Revise title]

Current Catalog Copy

DRAM 4135. Period Studies in Theatre.

3.00 credits. May be repeated for credit.

Prerequisites: DRAM 2130 and 2131; open to juniors or higher.

Grading Basis: Graded.

An in-depth examination of a major period or periods of theatre history and dramatic literature. Topics will vary. May be repeated for credit with a change in course content.

DRAM 4135W. Period Studies in Theatre.

3.00 credits. May be repeated for credit.

Prerequisites: DRAM 2130 and 2131; ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher.

Grading Basis: Graded.

An in-depth examination of a major period or periods of theatre history and dramatic literature. Topics will vary. May be repeated for credit with a change in course credit.

Revised Catalog Copy

DRAM 4135. Advanced Topics in Theatre and Performance.

3.00 credits.

Prerequisites: DRAM 2130 and 2131. Open to juniors or higher.

An in-depth exploration of theatre and performance studies. Topics will vary by semester, and may include performance trends or styles, periods in theatre history, or theoretical approaches to analyzing theatre and performance. May be repeated for up to 12 credits with a change in course content.

DRAM 4135W. Advanced Topics in Theatre and Performance.

3.00 credits.

Prerequisites: DRAM 2130 and 2131; ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher.

An in-depth exploration of theatre and performance studies. Topics will vary by semester, and may include performance trends or styles, periods in theatre history, or theoretical approaches to analyzing theatre and performance. May be repeated for up to 12 credits with a change in course content.

D. ECON 3431/W Public Finance (#5114) [Revise title and description]

Current Catalog Copy

ECON 3431. Public Finance

3.00 credits

Prerequisites: ECON 2201 or 2211Q.

Recommended preparation: ECON 1200 or 1202; MATH 1071 or 1110 or 1121 or 1131 or 1151.

Grading Basis: Graded

Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform.

ECON 3431W. Public Finance

3.00 credits

Prerequisites: ECON 2201 or 2211Q; ENGL 1007 or 1010 or 1011 or 2011.

Recommended preparation ECON 1200 or 1202; MATH 1071, 1110, 1121, 1131 or 1151.

Grading Basis: Graded

Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform.

Revised Catalog Copy

ECON 3431. Public Economics

3.00 credits

Prerequisites: ECON 2201 or 2211Q.

Recommended preparation: ECON 1200 or 1202.

Grading Basis: Graded

The role of the government in the economy. Topics may include: government policies relating to environmental protection, healthcare, social security, and education; public choice theory; fiscal policy, finance, and taxation.

ECON 3431W. Public Economics

3.00 credits

Prerequisites: ECON 2201 or 2211Q; ENGL 1007 or 1010 or 1011 or 2011.

Recommended preparation: ECON 1200 or 1202.

Grading Basis: Graded

The role of the government in the economy. Topics may include: government policies relating to environmental protection, healthcare, social security, and education; public choice theory; fiscal policy, finance, and taxation.

E. GEOG 3500Q Geographic Data Analysis (#6036) [Revise credits]

Current Catalog Copy

GEOG 3500Q. Geographic Data Analysis

4.00 credits

Prerequisites: Open to juniors or higher.

Recommended preparation: 1000 level STAT course.

Grading Basis: Graded

An introduction to the use of quantitative methods in conducting research, with particular emphasis on the processing and analysis of geographic data.

Revised Catalog Copy

GEOG 3500Q. Geographic Data Analysis

3.00 credits

Prerequisites: Open to juniors or higher.

Recommended preparation: 1000 level STAT course.

Grading Basis: Graded

An introduction to the use of quantitative methods in conducting research, with particular emphasis on the processing and analysis of geographic data.

F. GEOG 4000W Capstone Seminar in Geography (#6779) [Revise prereqs]

Current Catalog Copy

GEOG 4000W. Capstone Seminar in Geography

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to junior or higher Geography majors, others by instructor consent.

Prerequisite or corequisite: one Geography course at the 3000 level or higher.

Grading Basis: Graded

Techniques for, and practice in, research, writing, citation, and data presentation in geography.

Revised Catalog Copy

GEOG 4000W. Capstone Seminar in Geography

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to junior or higher Geography or Geographic Information Science majors, others by instructor consent.

Prerequisite or corequisite: one Geography course at the 3000 level or higher.

Grading Basis: Graded

Techniques for, and practice in, research, writing, citation, and data presentation in geography and geographic information science.

G. HIST/AAAS 3712 The Middle East Crucible (#4954) [Add AAAS cross-listing, CA1 & CA4-Int]

Current Catalog Copy

HIST 3712. The Middle East Crucible

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Twentieth-century issues in the Middle East heartland with analysis focusing on the Ottoman heritage, nationalism, Arab-Israeli and other conflicts, Islam, oil, water, rapid sociopolitical change, trends in development, super-power rivalries, and the search for identity, independence, and peace with justice.

Revised Catalog Copy

HIST 3712. The Middle East Crucible

Also offered as: AAAS 3712

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Twentieth-century developments in the Middle East, focusing on political Islam/Islamism, Orientalism, imperialism, the history of struggles for representative government, nationalism, the Israeli-Palestinian conflict, super-power rivalries, and the search for identity, independence, and peace with justice. CA 1. CA 4-INT.

AAAS 3712. The Middle East Crucible

Also offered as: HIST 3712

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Twentieth-century developments in the Middle East, focusing on political Islam/Islamism, Orientalism, imperialism, the history of struggles for representative government, nationalism, the Israeli-Palestinian conflict, super-power rivalries, and the search for identity, independence, and peace with justice. CA 1. CA 4-INT.

H. MUSI 3371Q Twentieth Century Theory and Analysis (#7684) [Dropping the Q]

Current Catalog Copy

MUSI 3371Q. Twentieth Century Theory and Analysis

3.00 credits

Prerequisites: MUSI 3314 and 3321; open to juniors or higher.

With consent of instructor, MUSI 3321 may be taken concurrently.

Recommended preparation: A course in mathematics.

Grading Basis: Graded

Analytical techniques appropriate to selected styles of twentieth century music. Problems in twentieth century counterpoint and composition.

Revised Catalog Copy

MUSI 3371. Twentieth Century Theory and Analysis

3.00 credits

Prerequisites: MUSI 3314 and 3321; open to juniors or higher.

With consent of instructor, MUSI 3321 may be taken concurrently.

Recommended preparation: A course in mathematics.

Grading Basis: Graded

Analytical techniques appropriate to selected styles of twentieth century music. Problems in twentieth century counterpoint and composition.

- I. NURS 4230W Quality Improvement and Evidence Based Practice in Nursing (#4001) [Revise prereqs and description]

Current Catalog Copy

NURS 4230W. Quality Improvement and Evidence Based Practice in Nursing

3.00 credits

Prerequisites: NURS 3205; and ENGL 1007 or 1010 or 1011 or 2011. Corequisite: NURS 3334 and NURS 3444, or NURS 3554 and NURS 3664

Grading Basis: Graded

Provides a framework for health care system change through evidence based practice and quality improvement (QI). Strategies for implementing evidence based practice (EBP) are addressed, including dissemination through writing. QI processes, use of information technology to monitor and evaluate quality indicators, and implementation of strategies to improve outcomes are addressed.

Revised Catalog Copy

NURS 4230W. Quality Improvement and Evidence-Based Practice in Nursing

3.00 credits

Prerequisites: C or better in NURS 3234; and ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Framework for health care system change through evidence-based practice and quality improvement (QI). Strategies for implementing evidence-based practice (EBP) are addressed. QI processes, use of information technology to monitor and evaluate quality indicators, and implementation of strategies to improve outcomes are addressed.

- J. POLS 3040 Power, Politics, and Art (#5874) [Add CA4-Int]

Current Catalog Copy

POLS 3040. Power, Politics and Art.

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded.

A study of power and politics through a survey of major political ideologies and their expression in art and architecture, in various past and present cultures, both as a means of political socialization and a tool of resistance and protest.

Revised Catalog Copy

POLS 3040. Power, Politics and Art.

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded.

A study of power and politics through a survey of major political ideologies and their expression in art and architecture, in various past and present cultures, both as a means of political socialization and a tool of resistance and protest. CA 4-INT.

- K. SOCI 3459/HDFS 3240/W Aging in American Society (#5215) [Removing HDFS cross-listing, revise title of SOCI, and add CA2 to SOCI]

Current Catalog Copy

SOCI 3459. Aging in American Society

Also offered as HDFS 3240

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Social gerontology: the role and status of older people in a changing society. May be used only once to meet the distribution requirements.

SOCI 3459W. Aging in American Society

Also offered as HDFS 3240W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open only to juniors or higher.

Grading Basis: Graded

Social gerontology: the role and status of older people in a changing society. May be used only once to meet the distribution requirements.

HDFS 3240. Aging in American Society

Also offered as SOCI 3459

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Social gerontology: the role and status of older people in a changing society. May be used only once to meet the distribution requirements.

HDFS 3240W. Aging in American Society

Also offered as HDFS 3459W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open only to juniors or higher.

Grading Basis: Graded

Social gerontology: the role and status of older people in a changing society. May be used only once to meet the distribution requirements.

Revised Catalog Copy

SOCI 3459. Aging and Society

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Sociological perspectives on the process of aging and the elderly population, including kinship relations, work and leisure, mental and emotional health issues, and policy issues that address the elderly. CA 2.

SOCI 3459W. Aging and Society

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open only to juniors or higher.

Grading Basis: Graded

Sociological perspectives on the process of aging and the elderly population, including kinship relations, work and leisure, mental and emotional health issues, and policy issues that address the elderly. CA 2.

VI. The Senate Curricula and Courses Committee recommends REVISION of the following

3000- or 4000-level S/U graded courses:

A. SOWK 3700 Field Education I (#7261) [Revise grading to S/U]

Current Catalog Copy

SOWK 3700. Field Education I

3.00 credits

Prerequisites: Open only to Bachelor of Social Work students

Grading Basis: Graded

Students will be placed in field units in the community. They will engage in 200 hours of supervised field experience in generalist social work practice in the fall semester of their senior year.

Revised Catalog Copy

SOWK 3700. Field Education I

3.00 credits

Prerequisites: Open only to Bachelor of Social Work students

Grading Basis: Satisfactory/Unsatisfactory

Students will be placed in field units in the community. They will engage in 200 hours of supervised field experience in generalist social work practice in the fall semester of their senior year.

B. SOWK 3701 Field Education II (#7280) [Revise grading to S/U]

Current Catalog Copy

SOWK 3701. Field Education II

3.00 credits

Prerequisites: Open only to Bachelor of Social Work students

Grading Basis: Graded

Students continue their field placement in a field unit in the community. They will engage in 200 hours of supervised field experience in generalist social work practice in the spring semester of their senior year.

Revised Catalog Copy

SOWK 3701. Field Education II

3.00 credits

Prerequisites: Open only to Bachelor of Social Work students

Grading Basis: Satisfactory/Unsatisfactory

Students continue their field placement in a field unit in the community. They will engage in 200 hours of supervised field experience in generalist social work practice in the spring semester of their senior year.

VII. The University Interdisciplinary Courses Committee and the Senate Curricula & Courses Committee recommend ADDITION of the following new 3000- or 4000- courses:

A. UNIV 3098 Variable Topics (#6897)

Proposed Catalog Copy

UNIV 3098. Variable Topics

1.00 - 6.00 credits

Prerequisites: None.

Grading Basis: Graded

Current and emerging local/global topics of general interest to the university community. Open to all students. May be repeated for credit with a change in topic.

VIII. The University Interdisciplinary Courses Committee and the Senate Curricula & Courses Committee recommend ADDITION of the following new S/U graded courses:

A. UNIV 3088 Variable Topics (#6977)

Proposed Catalog Copy

UNIV 3088. Variable Topics

1:00-6:00 credits

Prerequisites: None.

Grading Basis: Satisfactory/Unsatisfactory

Current and emerging local/global topics of general interest to the university community. Open to all students. May be repeated for credit with a change in topic.

IX. The General Education Oversight Committee and the Senate Curricula and Courses

Committee recommend the following courses for offering in intensive session:

- A. MARN/MAST 1001E The Sea Around Us (#N/A) [CA3, EL]
- B. PHIL 1106 Non-Western and Comparative Philosophy (#N/A) [CA1, CA4-Int]

X. Special Topics courses approved by the Senate C&C Chair for one offering:

- A. UNIV 1995 (Special Topics) Honors Human Flourishing (#6379)

Respectfully Submitted by the 20-21 Senate Curricula and Courses Committee: Eric Schultz (Chair), Alana Adams, Mark Brand, John Chandy, Kate Fuller, Marc Hatfield, Ben Keilty (Student Rep), Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Irene Soteriou (Student Rep), Steve Stifano, Gina Stuart, Manuela Wagner (Ex-Officio), Julia Yakovich, Terra Zuidema (Registrar Alternate)

AND

The 21-22 Senate Curricula and Courses Committee: Suzanne Wilson (Chair), Alana Adams, Mary Ann Amalaradjou, Tom Bontly, Mark Brand, Peter Diplock (ex-officio), Kate Fuller, Marc Hatfield, Dalton Hawie (Student Rep), Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Eric Schultz, Steve Stifano, Manuela Wagner (Ex-Officio), Julia Yakovich, Cindy Zhang (Sabbatical Fall '21), Terra Zuidema (Registrar Alternate)

From the 4/19/21, 5/3/21, and 8/31/21 meetings.

Senate Scholastic Standards Committee
Report to the University Senate
September 13, 2021

A. Background:

Historically and before COVID-19, policies and practices were in place at the University of Connecticut to assist students who were facing challenges (e.g., personal or familial illnesses, death of family and next of kin, or serious academic difficulties). Faculty, advising staff, and other support offices worked with affected students using an existing portfolio or "tool-kit" of policies to address difficult situations and/or facilitate completion of work. Those policies and practices remain in place. However, temporary modifications were made to some of these University-wide policies to address COVID-specific impacts.

In Spring 2020, Fall 2020, and Spring 2021, Scholastics Standards Committee recommended -- and the Senate passed -- *extensions* to Pass-Fail and Withdraw deadlines to help students deal with the uncertainties and stresses related to COVID-19. Associated deliberations over 18 months allowed the SSC to delve into these policies/deadlines, through discussion with Financial Aid offices, Registrar, undergraduate advising, USG, and other offices. These efforts yielded critical insights, including which and how many students utilized the amended policies, and how advising networks perceived the initial impacts a year+ later. This information provides insight on unintended negative consequences of leniency changes (e.g., impacts on degree completion and post-graduate programs such as law/medical/dental/business school applications and other professional endeavors).

Since COVID-19 remains an active concern, SSC has performed further assessment of the Senate By-Laws associated with Pass-Fail and Withdrawal, looking to the fall 2021 semester *as well as the longer term* (in anticipation of ongoing stressors that P/F and W policies are intended to offset). We have two important findings to report:

1) **The current deadlines for Pass-Fail and Withdraw in the Senate By-Laws appear to be arbitrary.** SSC has found nothing to substantiate that the current deadlines for Pass-Fail (at the end of the 10th day of semester) or Withdraw (at the end of the 9th week of the semester) are sacrosanct, nor tied to Federal policy.

2) **The extended deadlines** over the past three semesters, while allowing students additional time to make decisions, **have indeed had non-optimal consequences** for:

a) Our **students**, who were making decisions late in the semester under very stressful circumstances, potentially compromising grades in other courses, enrollment in sequential courses (where pre-recs were invalidated *after* Registration), and time to graduation (with associated expense);

b) our **advising staff**, who were charged with assisting students in these consequential grade-related decisions, and were inundated and stressed by managing late grade-related requests. Moreover, this led to delayed dismissal decisions, which are not advantageous to students;

c) our **Registrar's Office**, who were tasked with processing a large volume of grade-related changes and dismissal decisions in a brief time window during end-of-semester holiday periods, adding stress to this critical staff.

With these factors in mind, SSC brings a proposal to extend, align, and standardize permanently the Pass-Fail and Withdraw deadlines.

This proposal was discussed and *unanimously* supported at the August 30, 2021 meeting by SSC, which includes faculty members from various Schools and Colleges, Mason Holland, (University Student Government, president), and individuals in staff positions throughout the university, including: Maureen Armstrong (Dean of Students Office), Karen Bresciano (Graduate School and Student Welfare Committee Chair), Erin Ciarimboli and colleagues (Enrichment Programs and Undergraduate Advising), Greg Bouquot (Registrar's Office), Jen Lease-Butts (Enrichment Programs), Ellen Tripp (Student-Athlete Success Program), Christine Wenzel (Center for Students with Disabilities), and Sarah Croucher (Director of Academic Policy). We also note that our proposal has no adverse impact on students' financial aid (per Suzanne Peters, Financial Aid).

Specifically, SSC proposes to permanently change the last date to Withdraw from a course from the end of the 9th week to the end of the 11th week of the semester; and in parallel, change the last date to put a course of Pass/Fail to the end of 11th week of the semester.

- ✓ **Rationale for convergent timing for Pass-Fail and Withdrawal dates** – Students should consider both Withdraw and P/F at the same time to determine how such grade-related decisions will affect their plan of study and progress toward graduation. Alignment of dates allows students to directly consider pros/cons of each option.

SSC acknowledges that moving back the Pass-Fail deadline from the 2nd to the 11th week is a change from the original intent of this grading option, which was primarily to allow students to take risks and explore topics without worry about low-grade impacts on GPA. The extended deadline allows for not only this original intent, but *also* for students to monitor their progress within a course and convert to Pass-Fail based on their changing circumstances. *NOTE: This proposal does not in any way change the **limitations** on which Pass-Fail can be applied, nor the **number** of courses to which Pass-Fail can be applied.*

Consistent with past practice, SSC's proposal limits the number of times that a student can make a Pass-Fail grade change. Specifically, students who convert a Pass-Fail and

then revert the course back to a graded basis cannot again convert the course back to Pass-Fail.

✓ **Rationale for the end of the 11th week of the semester for Pass-Fail and Withdrawal dates –**

- 1) **Students** – The end of the 11th week deadline should allow for students to have sufficient graded assessments to make an informed decision about whether a Withdraw or Pass-Fail is appropriate for the course. The end of the 11th week (vs. later in the semester) enables students to make these grade-related decisions and then focus on class completion and final assessments during the remainder of semester,
- 2) **Advisors** – The end of the 11th week deadline gives additional time for advisors to meet with and counsel students around impact of grade-related decisions (both Pass-Fail and Withdraw) on plan of study and progress toward graduation. The end of the 11th week (vs. later in the semester) allows advisors to have the important conversations around success at UConn and whether a leave of absence is appropriate. Additionally, this timing allows for the difficult dismissal decisions to be communicated to students.
- 3) **Registrar's Office** – The end of the 11th week deadline better enables workflow for the Registrar's Office.

✓ **Rationale for *not later than* the end of the 11th week for Pass-Fail and Withdrawal Dates**

SSC considered dates later than the end of the 11th week, and deemed that a later date would have similar non-optimal consequences that arose by later dates in Spring 2020, Fall 2020, and Spring 2021.

As noted above, these Pass-Fail and Withdrawal permanent changes to the By-Laws received unanimous support from SSC because this proposal is viewed as addressing student needs, as well as being consistent with supporting our advising staff and our Registrar's Office.

B. Current Relevant By-Laws

II.B.10 Academic Advising and Registration, Adding or Dropping Classes

II.E.3.b Pass-Fail Option

II.B.10 Academic Advising and Registration. Adding or Dropping Classes

Students may drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the ninth week of the semester, a student may drop one course for any reason with permission from the student's advisor. No

student is permitted to drop a course after the ninth week of classes or to drop more than one course after the first ten days of classes unless on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled. Exceptions are made only for extenuating circumstances beyond the student's control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week. Any course dropped after the first ten days of classes will receive a 'W' on the transcript. Exceptions to transcript notations can be made only by the Provost or designee.

II.E.3.b Pass-Fail Option.

A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits to be distributed over not more than three courses, to be recorded as 'P' for Pass or 'F' for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail option must do so within the first two weeks of the semester. Students who are removing a course from the Pass-Fail option must do so within the first nine weeks of the semester. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

C. Proposal to Senate: Motion

The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation of the University Senate II.B.10 Academic Advising and Registration, II.E.3.b Pass-Fail Option

II.B.10 Academic Advising and Registration, Adding, ~~or~~ Dropping, or Withdrawing from a Course

Students may ~~drop~~ Drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the ~~ninth-eleventh~~ **ninth-eleventh** week of the semester, a student may ~~drop-Withdraw from~~ **drop-Withdraw from** one course (for any reason) with permission from the student's advisor. ~~Students interested in Withdrawing from more than one course after the tenth day of classes or interested in Withdrawing from a course after the eleventh week of the semester require approval by the student's advisor and No student is permitted to drop a course after the ninth week of classes or to drop more than one course after the first ten days of classes unless on the recommendation of the advisor, an exception is made by the~~ ~~Dean or designee of the school or college in which the student is enrolled.~~ ~~Exceptions are made~~ **Approvals are given** only for extenuating circumstances beyond the student's control; ~~poor academic performance is not~~ **an extenuating circumstance considered a sufficient reason for dropping a course after the ninth week.** Any course ~~dropped-Withdrawn from~~ after the first ten days of classes will receive a 'W' on the transcript. Exceptions to transcript notations can be made only by the Provost or designee. **For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.**

II.E.3.b Pass-Fail Option.

A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than three courses, to be recorded as 'P' for Pass or 'F' for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail option or want to convert a Pass-Fail back to a graded basis must do so ~~within the first two weeks~~ by the eleventh week of the semester. ~~Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the course back to a Pass-Fail. Students who are removing a course from the Pass-Fail option must do so within the first nine weeks of the semester.~~ Students interested in putting a course on Pass-Fail after the eleventh week of the semester require approval by the student's advisor and by the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student's control; poor academic performance is not an extenuating circumstance. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

D. Clean copy (if approved by Senate)

II.B.10 Academic Advising and Registration. Adding, Dropping or Withdrawing from a Course

Students may Drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the eleventh week of the semester, a student may Withdraw from one course (for any reason) with permission from the student's advisor. Students interested in Withdrawing from more than one course after the tenth day of classes or interested in Withdrawing from a course after the eleventh week of the semester require approval by the student's advisor and by the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student's control; poor academic performance is not an extenuating circumstance. Any course Withdrawn from after the first ten days of classes will receive a 'W' on the transcript. Exceptions to transcript notations can be made only by the Provost or designee. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

II.E.3.b Pass-Fail Option.

A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than three courses, to be recorded as 'P' for Pass or 'F' for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail option or want to convert a Pass-Fail back to a graded basis must do so by the eleventh week of the semester. Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the course back to a Pass-Fail. Students interested in putting a course on Pass-Fail

after the eleventh week of the semester require approval by the student's advisor and by the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student's control; poor academic performance is not an extenuating circumstance. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

UConn

Preliminary

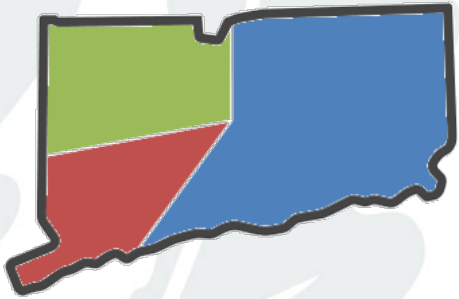
New Student Enrollment Update

Fall 2021

Fall 2021 Highlights

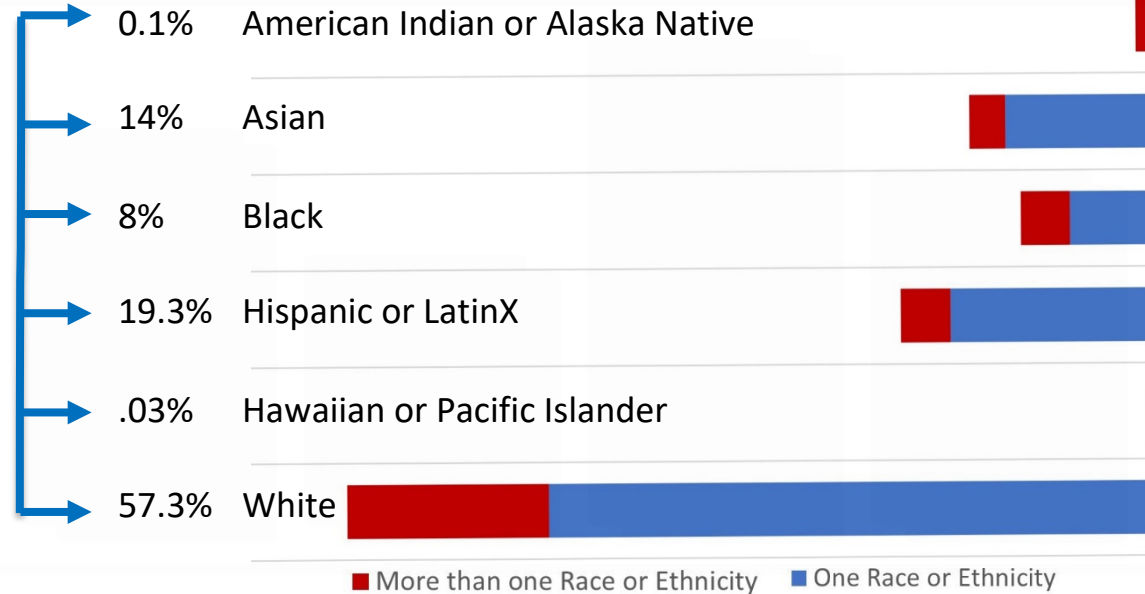
Storrs First Year: 3,695

59.4% CT Residents



Preliminary Data

46% of First Year Students are Ethnic & Racial Minorities



Individual percentages add to greater than 46%, because a growing number of students identify with multiple races or ethnicities.

More than
110
International
First Years at
Chinese Partners

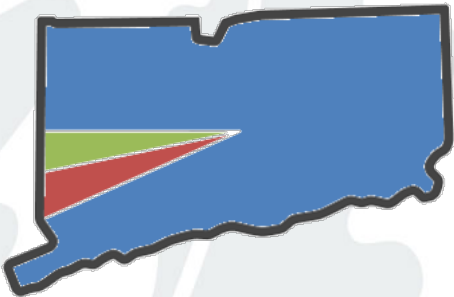
25%
Federal Pell
Recipients

More than
1 in 4
First Generation

Fall 2021 Highlights

Regional First Year: 1,800

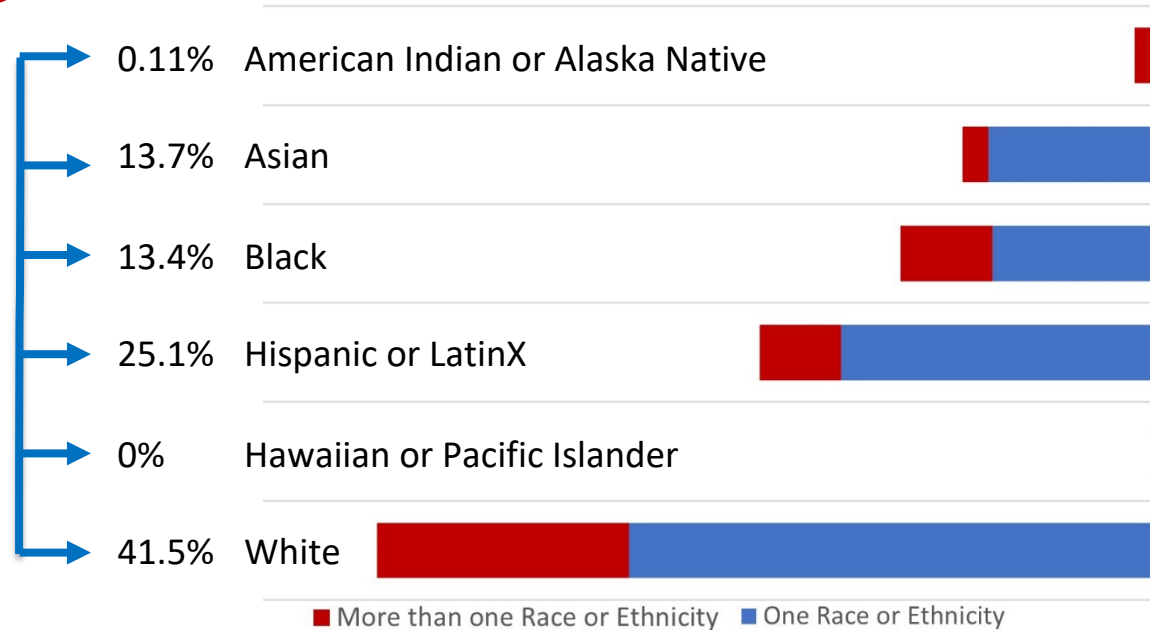
93% CT Residents



34 Stamford Honors Students
1127 SAT

Preliminary Data

57.6% of First Year Students are Ethnic & Racial Minorities



Individual percentages add to greater than 57.6%, because a growing number of students identify with multiple races or ethnicities.

48%
Federal Pell
Recipients

More than
1 in 2
First
Generation

Fall 2021 Highlights

Transfer Students: 869

- 657 Transfers at Storrs
- 212 Transfers at the regional campuses
- Transfers from 263 colleges & universities
(Including all 12 Connecticut Community Colleges)
- 82% are Connecticut residents; 18% nonresidents
- 33% are Federal Pell Grant Recipients

New Student Financial Aid Highlights

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Difference
New First Years receiving Federal Pell Grant	28%	29%	33%	32%	-1%
New First Years receiving some form of financial aid (loans, grants, scholarships, etc.)	75%	84%	87%	87%	0%
New Transfers receiving Federal Pell Grant	33%	30%	34%	33%	-1%
New Transfers receiving some form of financial aid (loans, grants, scholarships, etc.)	76%	74%	75%	74%	-1%

Preliminary Data

Fall 2021 Enrollment Summary

	Fall 2020 Actual	Fall 2021 Target	Fall 2021 Actual
Storrs First Year	3,825	3,675	3,695
Storrs Transfers	748	750	657
Regional First Year	1,795	1,800	1,599
Storrs Spring Admission	226	175	205
Regional Transfers	247	200	212
Total New Students	6,841	6,425	6,368

	Fall 2019	Fall 2020	Fall 2021
Total Undergraduates*	23,430	23,952	23,467

Preliminary Data

* Degree Seeking Only

Questions?

Nathan Fuerst, Vice President

Division of Enrollment Planning & Management

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486-1463

Fall 2022 Class

<https://admissions.uconn.edu/>

SATURDAY, OCTOBER 16, 2021
SUNDAY, OCTOBER 24, 2021

[College of Liberal Arts and Sciences](#)

[Neag School of Education](#)

[School of Business](#)

[School of Fine Arts](#)

[School of Social Work](#)

SUNDAY, OCTOBER 17, 2021
SATURDAY, NOVEMBER 6, 2021

[College of Agriculture, Health and Natural Resources](#)

[Ratcliffe Hicks School of Agriculture](#)

[School of Engineering**](#)

[School of Nursing](#)

[School of Pharmacy](#)

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Supplemental Tables

- First Year Application Trends
- Storrs First Year Enrollment Detail
- Storrs First Year by Ethnicity/Race
- Storrs First Year by Schools & Colleges
- Regional First Year Overall
- Regional First Year by Campus
- Regional First Year by Ethnicity/Race
- Storrs Spring Admission Cohort
- New Transfers Enrollment
- Definitions

First Year Application Trends

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Storrs	34,198	34,885	35,079	34,434	36,751
Avery Point	224	230	199	206	199
Hartford	322	358	362	360	357
Stamford	1,896	2,317	1,139	1,293	1,374
Waterbury	256	239	245	256	246
All Campuses	36,896	38,029	37,041	36,549	38,927

Preliminary Data

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Storrs First Year Enrollment Detail

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Enrollees	3,683	3,749	3,603	3,825	3,695
Mean New SAT	1294	1306	1296	1281	1316
ACT	28.7	28.6	28.9	28.9	29.7
% URM	18.8%	24.4%	24.2%	25.3%	27.5%
% Minority	35.1%	39.7%	41.2%	44.4%	46.0%
% In State	64.5%	64.3%	66.2%	60.0%	59.4%
% Out of State	21.5%	22.7%	21.2%	27.9%	34.1%
% International	14.0%	13.0%	12.6%	12.1%	6.5%
Honors Students	547	555	582	579	554

Preliminary Data

URM = Underrepresented Minority



Storrs First Year by Ethnicity/Race*

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Am Indian/ Alaska Native	0.1%	0.2%	0.1%	0.0%	0.1%
Black / African American	6.8%	8.0%	7.5%	7.5%	8.0%
Hawaiian / Pac Islander	0.1%	0.0%	0.1	0.0%	0.03%
Hispanic/ Latino	11.8%	16.2%	16.5%	17.8%	19.3%
URM Subtotal	18.8%	24.4%	24.2%	25.3%	27.5%
Asian	12.1%	11.8%	13.1%	14.3%	14.0%
2 or More	4.2%	3.5%	4.0%	4.8%	4.6%
Minority Subtotal	35.1%	39.7%	41.2%	44.4%	46.0%
Unknown	2.7%	2.5%	2.8%	0.4%	0.3%
White	62.2%	57.7%	56.0%	55.2%	53.5%

* Percentages exclude international students

URM = Underrepresented Minority

Preliminary Data

Storrs First Year Schools & Colleges

By School and College	Fall 2020 Actual	Fall 2021 Target	Fall 2021 Actual
ACES	723	705	690
CAHNR	272	260	297
Business	485	495	459
CLAS	1240	1100	1224
Engineering Business	17	15	13
Engineering	713	720	692
Fine Arts	126	160	104
Nursing	123	100	99
Pharmacy	84	80	83
RHAG	42	40	34
Grand Total	3,825	3675	3695

Preliminary Data

UConn

Regional First Year Overall

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Enrollees*	1,609	1,806	1,738	2,021	1,804
Mean SAT	1092	1107	1113	1082	1128
% URM	37.8%	36.5%	34.1%	39.7%	38.6%
% Minority	55.0%	56.3%	53.8%	58.9%	57.7%

* Includes Storrs Spring Admission Students, which began Fall 2017

URM = Underrepresented Minority

Preliminary Data

Regional First Year by Campus

(Excludes Storrs Spring Admits)

	Fall 2020 Actual	Fall 2021 Target	Fall 2021 Actual
Avery Point	179	200	194
Hartford	578	550	531
Stamford	738	650	629
Waterbury	300	225	246
TOTAL	1,795	1,625	1,599

Preliminary Data

Regional First Year by Ethnicity/Race*

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Am Indian/ Alaska Native	0.1%	0.1%	0.2%	0.1%	0.1%
Black / African American	13.9%	12.8%	11.6%	13.7%	13.4%
Hawaiian / Pac Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic/ Latino	23.8%	23.6%	22.3%	26.0%	25.1%
URM Subtotal	37.8%	36.5%	34.1%	39.7%	38.6%
Asian	13.0%	15.5%	15.7%	13.9%	13.7%
2 or More	4.3%	4.3%	4.0%	5.3%	5.4%
Minority Subtotal	55.1%	56.3%	53.8%	58.9%	57.7%
Unknown	1.5%	1.1%	1.4%	0.3%	1.0%
White	43.4%	42.6%	44.8%	41.1%	41.4%

* Percentages exclude international students

URM = Underrepresented Minority

Preliminary Data

Storrs Spring Admission Cohort

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Avery Point	25	10	40	12
Hartford	93	68	88	39
Stamford	27	25	43	126
Waterbury	29	18	55	29
TOTAL	174	121	226	205

Preliminary Data

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New Transfers Enrollment

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Storrs	851	764	735	748	657
Regionals	261	207	216	247	212
Total	1,112	971	951	995	869

Preliminary Data

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Definitions

- First Generation Student – a student for whom neither parent/guardian has earned a bachelors degree or higher. Determination based on student responses on the application for admissions
- Minority Student – Includes students who indicate ethnicity/race of either Hispanic/LatinX, Asian, American Indian/Alaska Native, Black/African American, Native Hawaiian or Other Pacific Islander or Two or More.
- Underrepresented Minority (URM) Student – Includes students who indicate ethnicity/race of either Hispanic/LatinX, American Indian/Alaska Native, Black/African American or Native Hawaiian or Other Pacific Islander.
- Storrs Spring Admission – these are students in the entering first year cohort at the regional campuses who spend their first term at the regional campus, and move to Storrs for their spring term, having met certain conditions (e.g. minimum GPA)