

University Senate Meeting
September 11, 2023
Student Union 330/331

1. Election of Moderator and Secretary

President **Maric** called the meeting to order at 4:00 p.m. and called on Senator **McDougall**, Member of the Senate Executive Committee, to nominate a moderator. Senator **McDougall** nominated Senator Tom **Bontly** as Moderator for the 2023-2024 academic year and Senator **Harmon** seconded the motion. By voice vote, the election vote passed unanimously.

President **Maric** then yielded the meeting to the Moderator. Moderator **Bontly** then called for nominations for the Secretary of the Senate for the 2023-2024 academic year. Senator **Dineen** nominated Christine North and Senator **Bedore** seconded the motion. By voice vote, the election passed unanimously.

2. Land Acknowledgement Statement

Moderator **Bontly** 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 **Bontly** asked that each senator introduce themselves, share the name of their school/college or division and department, and their Senate committee membership affiliation.

4. Approval of Minutes of May 1, 2023 University Senate meeting

The minutes of the meeting were approved as distributed.

5. Report of the President

Presented by President Radenka Maric

President **Maric** remarks included:

- The budget has been approved and university leaders continue to work with state government to address the projected shortfall of \$70 million.
- In July the University received the largest gift to a university, a \$40 million gift from Elisabeth DeLuca for the expansion of the School of Nursing, and the state has approved a \$30 million bond to contribute to this planned expansion.
- The University was nominated by the American Association of Land-grant Universities as an Innovation and Community University and will receive this award in November at the APLU Annual Meeting in Seattle. This award will allow the University to enter many of the grants and opportunities that were previously unavailable to us without this designation.
- Fundraising this year achieved a record high of \$165 million, with the previous year being \$115 million. When talking to donors and alumni, we are all champions for the University and the stories of the students' success truly matter to them. UConn is Connecticut and Connecticut is UConn! This the message that we want to share with outside stakeholders and the Legislature.
- There is a desire to engage students more in the democratic process and an undergraduate survey will be sent to students soliciting their input on the direction of the University and their priorities as members of the UConn community. She will also hold one-on-one meetings with students and welcomes attendance at upcoming Town Hall Meetings for university Strategic Planning.
- Concluded with the video created by the Communications group to share the story of UConn.

Moderator **Bontly** asked if there were any questions for President **Maric**.

Senator **Keilty** asked whether the State budget shortfalls are anticipated to impact capital campaign improvements, such as residence hall improvements. President **Maric** stated that she believes the capital campaign improvements are still on track.

Senator **Jockusch** mentioned that the membership for the Strategic Planning Steering Committee and working groups had a proportion of it being administrators and asked how students and faculty will have a meaningful voice in the process.

President **Maric** stated that there will be numerous surveys as well as Town Hall meetings to solicit everybody's perspective.

Senator **Bush** asked about academic building renovations, such as GANT, and the anticipated timeline for those buildings. President **Maric** stated that there has been increase of 30-50% in construction costs that has delayed the timeline for these renovations.

Senator **Boraey** asked if graduate students can be involved in the discussions of building projects, such as residential buildings. President **Maric** stated that there are a number of conversations happening to consider ways to develop ourselves and partner with private sectors to consider options for the graduate students.

Senator **Morrell** asked what plans are in place to allow the University to deal with the reduction in temporary funds from the State for fiscal year 2025. President **Maric** stated that they have presented to the OPM secretary the cuts the University has implemented itself, reduction of redundancies at the President's Cabinet to improve efficiency, and which contracts will be renegotiated.

Senator **Bresciano** asked about the Office of Academic Integrity and President **Maric** stated this would need to wait until after the discussions about the budget.

Moderator **Bontly** thanked President **Maric** for the presentation.

6. Student Affairs Reorganization Update

Attachment #1

Presented by Provost Anne D'Alleva

Provost **D'Alleva**

- Welcomed Laura Burton as the new Chair of the Senate Executive Committee and thanked Del Siegle for his work on this Committee.
- Provost D'Alleva presented the new university organizational structure and stated the decision was made to divide the unit to best serve the students, splitting it between the Provost's Office and Student Life and Enrollment Management as shown in the displayed organizational chart. This will allow a focus on the students and support their success across their whole University career.

Provost **D'Alleva** asked if there were any questions.

Senator **Keilty** stated a concern that all of student activities use SAIT heavily and asked if this will require a migration to a new system. Provost **D'Alleva** stated that whatever is in place will stay in place for now with regards to support.

Senator **Gokirmak** asked about meeting with students during office hours in a way that could provide students with meals. Provost **D'Alleva** stated that technology has changed the way we work which has created a challenge and she welcomes ideas on how to interconnect faculty and students, both formally and organically as a community.

Senator **McCutcheon** asked about cost reduction plans to include administration and athletics. Provost **D'Alleva** stated that the CFO is working on these issues right now and there needs to be an approach to this fiscal challenge that shares the burden across University while preserving services to our students, as well as teaching, research and engagement. UConn is in alignment with our peers of other public universities of a similar size.

Senator **Bresciano** asked for more information on how this decision was made and what were the best practices informing this decision. Provost **D'Alleva** stated that they looked at other institutions and found several different versions. This model of putting these areas together to support the students' experience is an emerging model, as it helps address a need given that students are as likely to struggle academically due to a challenge in housing, tuition bills, or mental health as they are with an academic issue. Provost **D'Alleva** stated that the Graduate School is working on these issues for graduate students, however she feels this could be looked at more significantly with an example being graduate students attempting to find affordable housing at branch campuses.

Senator **Boudah** asked about housing issues for regional campuses for undergraduate and graduate students. Provost **D'Alleva** stated that they are working with the directors of the regional campuses to address these issues and encourage leaders to reach out to the Dean of Students office when students need assistance.

Senator **Bresciano** asked about the dissolving of the Off-Campus Student Services office. Provost **D'Alleva** was not a part of that decision, and could not speak on this, but she stated in general about services and communication to students who live off-campus.

Senator **Roy** asked who should be contacted now that the Off-Campus Student Services office is no longer there. Provost **D'Alleva** stated that individuals could send a message to the Provost's Office directly for graduate students who are struggling with housing and the Dean of Students for Undergraduate students.

Senator **Gokirmak** asked about transportation at all of the campuses. Provost **D'Alleva** stated that this is a huge problem in Connecticut, but there are multiple dimensions to this problem both around campus and between campuses. There has been conversation with CT Transit, as this is not just an issue on the campuses.

Moderator **Bontly** thanked Provost **D'Alleva** for presenting.

7. Report of the Senate Executive Committee

Attachment #2

Presented by SEC Chair Laura Burton

Thanks to Cheryl Galli as leader of the University Senate Office for 9 years, she did an incredible job including putting together this entire meeting.

Thanks to Alexis Lohrey and Michelle Everard for their help during this transitional time as they search for a new candidate for this position with the Senate.

Senator **McCutcheon** stated that he feels that there is no reason to move the meetings to virtual as he feels it is not an effective way to run University governance organization. He states that the Board of Trustees runs their meetings as a hybrid model, and he is planning to make a motion to move all future meetings to a hybrid model.

Moderator **Bontly** called for any other new business.

Senator **Weingart** asked about faculty being harassed and the weaponization of FOI requests as they had not heard of this situation. Senator **Burton** stated they want to understand the scope of the problem and recognized Senator **McDougall** to address FOI and the weaponization of it. Senator **McDougall** stated that this is a national trend with several instances within the UConn community and there was a bill before the State Legislature that didn't make it through the session to modify the scope of what can be requested under what conditions to try to address this matter.

Senator **Heumann** asked about whether there will be an ABR Committee or will it stay in CCC+. Senator **Burton** stated that they are considering a sub-committee through CCC+.

8. Senate Calendar Meeting 2023 – 2024

Presented by SEC Chair Laura Burton

Senator **Burton** asked for a motion to move the May 6th Senate Meeting to April 29th and Senator **Cutter** made the motion, which was then seconded by Senator **Keilty**. The reason for this change is that the May 6th date conflicts with the doctoral commencement ceremony. By voice vote, the motion passed unanimously.

9. CCC+ Report

Attachment #3

Presented by Pam Bedore

Senator **McCutcheon** asked about details of the cost of the Navigator program and whether it aligned with what was proposed last year. Senator **Bedore** stated that they are within budget and the funds are coming from the Provost's Office.

10. Consent Agenda Items:

Report of the Senate Curricula and Courses Committee

Attachment #4

Report of Nominating Committee

Attachment #5

By voice vote, the consent agenda passed unanimously.

11. Undergraduate Student Success Highlights on Retention & Graduation (2022-2023)

Attachment #6

Presented by Mona Luca (Assistant Vice President for Enrollment Policies and Strategic Initiatives)

Assistant Vice President Mona **Lucas** began by thanking their colleagues in Budget, Planning and Institutional Research for their work on the data is being provided in the presentation.

Assistant Vice President **Lucas** asked if there are any questions.

Senator **Gokirmak** asked the reason for the big gap between male and female students in retention. AVP **Lucas** said they don't know the reason but could ask those more involved in the data to see if they know.

Senator **Cutter** asked if there will be a report at the end of the year on steps to increase retention of underrepresented students. AVP **Lucas** stated that the work hasn't been crafted yet and addressing the achievement gaps of that population has to be at the top of the list. Retention in graduation tends to be on the Senate agenda at the last meeting of the year, so they expect to be invited to share what they accomplish as a task force at that time.

Senator **Vernal** asked if the data was disaggregated for COVID impacts regarding achievement and financial aid gaps. AVP **Lucas** stated that there is information noted in the lengthy report and the COVID cohort was mentioned separately.

Moderator **Bontly** thanked Assistant Vice President **Lucas**

12. New Business

Senator **McCutcheon** stated that he feels it is important for the meetings to be held in person and he feels that large, online meetings are ineffective ways to convey information and have discussion. Senator **McCutcheon** made a motion that all senate meetings, for this fiscal year, be moved to a hybrid format. Seconded by Senator **Burkey**. Senator **Siegle** shared that the legal authority stated that a move to a hybrid model for the Senate meetings will require that all votes either be done as a roll call vote or digitally by computer or other device. It will also be required that the results of the votes be displayed after the vote has been taken. Discussion followed.

Senator **Bayulgen** made an amendment to the motion to move the Senate meetings to a hybrid model for the October, November and December meeting and revisit this issue at the December meeting. Seconded by **McDougall**. Discussion followed.

The vote to replace the original motion with the amended motion passed with 52 yes and 14 no.

The vote on the amended motion passed with 60 yes, 15, no and 1 abstention.

13. Adjournment

Senator **Gokirmak** made a motion to adjourn.

Senator **Keilty** seconded.

Motion passed unanimously.

The meeting was adjourned at 6:15 pm

Respectfully Submitted,
Christine S. North
Secretary of the University Senate, 2021-2024

SENATE EXECUTIVE COMMITTEE

Laura Burton, Chair
Maureen Armstrong
Marisa Chrysochoou
Jennifer Dineen
Jon Heiden
Morty Ortega
Del Siegle

Pam Bedore
Bob Day
Kate Fuller
Joe MacDougald
Sandip Roy

CCC+ Report to Senate
9.11.2023

The CCC+ has several goals for 2023/24 as we move towards a launch of the new Common Curriculum in Fall 2025:

- Maintain the current General Education (GE) curriculum by reviewing all added, revised, and deleted courses;
- Complete the course migration of the 700 or so GE courses (Content Area and E) to the Common Curriculum (CC);
- Encourage the development of many new CC courses, partly through the Provost's CC Development Grants;
- Encourage and oversee the revision of many courses for inclusion in the CC, partly through the Provost's CC Revision Grants;
- Produce a report of course capacity by Topic of Inquiry (TOI), including a breakdown by regional campus, for presentation at the Senate in October 2024;
- Produce a process for the development and approval of Themes;
- Work with the Office of Program Assessment to create a more engaged culture of assessment as well as a specific assessment plan for the CC;
- Work with CETL to continue nurturing a culture of accessibility through the course design process as well as the syllabus review process;
- Deliver faculty development workshops as needed; and
- Continue to communicate regularly with all identified stakeholder.

The CCC+ and faculty navigators have been busy over the summer. Please find below some bullet points on recently completed and in-process activities from our group.

The CAR System

- The Course Action Request system has been revised to accommodate both GE and CC. This system will likely be replaced by CourseLeaf in early 2025.
- The ad hoc Streamlining Committee has been disbanded with many thanks.

The Common Curriculum Website

- <https://commoncurriculum.senate.uconn.edu/>
- The website is active and has just a few "Info Coming Soon" tabs remaining.
- Please reach out if there's something you'd find helpful on this site.

School and College Individual General Education Requirements

- All schools and colleges report that they will require only the CC under that name.
- CLAS is working to develop additional requirements for its students (that will be called CLAS Requirements or something like that).

- Other schools and colleges are considering having a more open approach to CC (rather than requiring specific GE).

Faculty Navigators

Over the summer, 10 faculty navigators engaged in work on:

- Assisting departments in filling out their course migration spreadsheets;
- Assisting faculty in revising their spreadsheets with attention to student learning objectives and the alignment of those objectives to assignments;
- Organizing departmental workshops on revising syllabi;
- Facilitating meetings between departments about key GE courses and their transition to CC;
- Working with faculty to identify existing courses that could transition to CC (especially TOI-1); and
- Working with faculty to identify ideas for new CC courses (especially TOI-1).

Assessment Moves

Several UConn faculty and staff members (from the Common Curriculum and the Office of Program Assessment) attended the week-long JMU Assessment Institute on assessment this summer. As a result of this work, and in an attempt to participate in the creation of a robust culture of assessment at UConn, we added another CCC+ ad hoc subcommittee for assessment (chaired by Jamie Kleinman, CCC+ Assessment Fellow). That committee's charge is to:

- Develop program-level learning objectives for the CC;
- Develop helpful assessment materials for the website; and
- Develop an assessment plan for ongoing assessment of the CC (that goes beyond the alignment process we currently have in place).

Course Migration Updates

- The CCC+ has gathered data on how each school/college will process their course migration spreadsheets and when their C&C committees are meeting.
- The CCC+ looks forward to receiving the 70 course migration spreadsheets with school/college approval, for the 700+ GE courses eligible for migration.

Important Due Dates

Nov 1 – course migration spreadsheets due to CCC+

Nov 1 – proposals for Provost's CC Grant for New Courses due

Nov 1 – proposals for Provost's CC Grant for Course Revisions due

Faculty Development Workshops

The CCC+ is planning several online faculty development workshops. Please put them on your calendar and distribute widely information about upcoming workshops:

- Preparing Course Migration Spreadsheets and Syllabi (Weds, 9.13 and Thurs, 9.14 3-4PM, online)
- Developing New TOI-1 Creativity Courses (Thurs, 9.28, 3-4pm, online)
- Applying for a Provost's Grants (Weds, 10.11 and Thurs, 10.12, 3-4PM, online)
- Applying for a Theme Designation (Spring 2024)

We'll plan to do a full-day Common Curriculum Institute (with keynote speaker and breakout workshops) in October 2024 in advance of our last big push toward our launch of the curriculum in Fall 2025.

Subcommittee Members

CCC+ could use additional subcommittee members for all TOIs and W in order to ensure the timely processing of hundreds of course proposals this year. Please recommend this position to any interested colleagues. Subcommittee members review course proposals and syllabi. The work is mostly/always asynchronous.

Q Assessment Project

The Q co-chairs will chair a committee to:

- Review the Q requirements;
- Recommend revisions as needed; and
- Draft Q Student Learning Objectives.

Ongoing Topics of Discussion

- Skill Codes Proposal (with Communications and Coordination committee)
- By-Law revision to allow 50% reserve caps for all CC courses – By-Law Change
- Requiring competencies (W, Q, and SL) to have at least one SLO that meets the competency requirements
- Shared Learning Objectives for Course Sections
- Proposed Learning Objectives for IDML and Dialogue

University Senate Curricula and Courses Committee
Report to the Senate
September 11, 2023

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

A. CHIN 2800 Chinese Calligraphy [CA1, CA4-Int] (#18525)

Proposed Catalog Copy

CHIN 2800. Chinese Calligraphy

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Introduction to the basics of Chinese calligraphy and the ways in which it mirrors Chinese history, culture, and philosophy. The fundamental characteristics of the Chinese writing system, its cultural content, and principles of formation as well as the skills used in Chinese calligraphy. At the end of the course, students will have a good understanding of Chinese characters and their cultural and philosophical background but also be able to appreciate the art and beauty in Chinese calligraphy. CA 1. CA 4-INT.

B. HIST 2204 History of Technology [CA1, CA3] (#18365)

Proposed Catalog Copy

HIST 2204. History of Technology

3.00 credits | May be repeated once for credit with a change in topic.

Prerequisites: None.

Grading Basis: Graded

The development of technology and its relation to society in a specific country or region of the world, such as the United States, Europe, or South Asia. May be repeated once for credit with a change in topic. CA 1. CA 3.

C. HIST 2208 Science, Technology, and Society [CA1, CA3] (#18205)

Proposed Catalog Copy

HIST 2208. Science, Technology, and Society

3.00 credits | May be repeated once for credit with a change in topic.

Prerequisites: None.

Grading Basis: Graded

Historical perspectives on the social construction of scientific knowledge and technological systems, examining scales from the local to the global as well as the ramifications for society and the natural world. May focus on any country or world region. May be repeated once for credit with a change in topic. CA 1. CA 3.

D. PATH 1100E One Health: People, Animals, Plants, and the Environment [CA3, EL] (#17666)

Proposed Catalog Copy

PATH 1100E. One Health: People, Animals, Plants, and the Environment

3.00 credits

Prerequisites: None

Grading Basis: Graded

Exploration of health concepts and ecosystems where people, animals, plants, and the environment interconnect and impact each other. CA 3.

E. PATH 2200 Modern Biomedical Laboratory Techniques (#18465)

Proposed Catalog Copy

PATH 2200. Modern Biomedical Laboratory Techniques

3.00 credits

Prerequisites: BIOL 1107 or equivalent. Recommended preparation: PATH 1202.

Grading Basis: Graded

Comprehensive project-based laboratory course utilizing a variety of modern biomedical techniques to identify an unknown pathogen and express antigens for vaccine and diagnostic assay development. Topics covered include next-generation sequencing, CRISPR gene editing, mRNA technology, gene cloning and expression, protein purification and analysis, immunoassay, and reverse transcription quantitative PCR development.

F. PATH 2710 Medical Microbiology: Bacteria and Fungi (#18246)

Proposed Catalog Copy

PATH 2710. Medical Microbiology: Bacteria and Fungi

4.00 credits

Prerequisites: BIOL 1107 or equivalent

Grading Basis: Graded

Fundamental biology of pathogenic bacteria and fungi including host-pathogen interactions and microbiological laboratory techniques.

G. PATH 2720 Medical Microbiology: Viruses and Parasites (#18265)

Proposed Catalog Copy

PATH 2720. Medical Microbiology: Viruses and Parasites

4.00 credits

Prerequisites: BIOL 1107 or equivalent

Grading Basis: Graded

Fundamental biology of medically relevant viruses and parasites including host-pathogen interactions and microbiological laboratory techniques.

H. PATH 2800 Medical Cell Biology (#18406)

Proposed Catalog Copy

PATH 2800. Medical Cell Biology

3.00 credits

Prerequisites: BIOL 1107 or equivalent

Grading Basis: Graded

Foundations of cellular structures and molecular basis of disease, from essential components of eukaryotic cells to cellular responses to injury and disease.

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

A. HIST 2100W The Historian's Craft [W] (#19005) [Add W version]

Current Catalog Copy

HIST 2100. The Historian's Craft

3.00 credits

Prerequisites: Open only to history majors. May not be taken out of sequence after passing HIST 4996 or 4997.

Grading Basis: Graded

Learning critical reading, thinking, and writing skills by interpreting a variety of primary sources.

Revised Catalog Copy

HIST 2100. The Historian's Craft

3.00 credits

Prerequisites: Open only to history majors. May not be taken out of sequence after passing HIST 4996 or 4997.

Grading Basis: Graded

Learning critical reading, thinking, and writing skills by interpreting a variety of primary sources.

HIST 2100W. The Historian's Craft

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011. Open only to history majors. May not be taken out of sequence after passing HIST 4996 or 4997.

Grading Basis: Graded

Learning critical reading, thinking, and writing skills by interpreting a variety of primary sources.

III. 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. HIST/AAAS 3830E Environmental History in East Asia [CA4-Int, EL] (#16765)

Proposed Catalog Copy

HIST 3830E. Environmental History in East Asia

Also offered as: AAAS 3830E

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Interactions between humans and the natural world in East Asia, with attention to the environmental impact of politics, economics, and culture. Topics include natural resources, energy, ideas about nature, pollution, and environmentalism. Geographical coverage may include one or more of the following: China, Japan, Korea, and Taiwan. CA 4-INT.

AAAS 3830E. Environmental History in East Asia

Also offered as: HIST 3830E

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Interactions between humans and the natural world in East Asia, with attention to the environmental impact of politics, economics, and culture. Topics include natural resources, energy, ideas about nature, pollution, and environmentalism. Geographical coverage may include one or more of the following: China, Japan, Korea, and Taiwan. CA 4-INT.

B. HRTS/ARTH 3580/W Image as Witness: Testimony, Witness, Confession [W] (#15386)

Proposed Catalog Copy

HRTS 3580. Image as Witness: Testimony, Witness, Confession

Also offered as ARTH 3580.

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Explores the role of visual culture in bearing witness to human rights abuses.

HRTS 3580W. Image as Witness: Testimony, Witness, Confession

Also offered as ARTH 3580W.

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011. Not open for credit to students who have passed HRTS 3298 or ARTH 3995 when offered as "Image as Witness."

Grading Basis: Graded

Explores the role of visual culture in bearing witness to human rights abuses.

ARTH 3580. Image as Witness: Testimony, Witness, Confession

Also offered as HRTS 3580.

3.00 Credits

Prerequisites: None

Grading Basis: Graded

Explores the role of visual culture in bearing witness to human rights abuses.

ARTH 3580W. Image as Witness: Testimony, Witness, Confession

Also offered as HRTS 3580W.

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011. Not open for credit to students who have passed HRTS 3298 or ARTH 3995 when offered as "Image as Witness."

Grading Basis: Graded

Explores the role of visual culture in bearing witness to human rights abuses.

C. KINS 4511W Scientific Writing in Advanced Topics in Health and Sport Performance [W] (#15405)

Proposed Catalog Copy

KINS 4511W. Scientific Writing in Advanced Topics in Health and Sport Performance.

1.00 credit.

Prerequisites: KINS 4500; Corequisite: KINS 4510

Grading Basis: Graded

A writing intensive course integrated with course content from KINS 4510. Not open for credit to students who have passed KINS 4510W.

IV. 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. COMM 3430/W Science Communication [W] (#18225) [Revise prereqs]

Current Catalog Copy

COMM 3430. Science Communication

3.00 credits

Prerequisites: COMM 2300 or 2500.

Grading Basis: Graded

The role of communication and media in shaping science and technology in society. Topics include theories and debates in the field, media coverage of science, activism and science campaigns, and using new and social media to communicate science issues.

COMM 3430W. Science Communication

3.00 credits

Prerequisites: COMM 2300 or 2500; ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

The role of communication and media in shaping science and technology in society. Topics include theories and debates in the field, media coverage of science, activism and science campaigns, and using new and social media to communicate science issues.

Revised Catalog Copy

COMM 3430. Science Communication

3.00 credits

Prerequisites: COMM 1000. Recommended Preparation: COMM 2300 or 2500.

Grading Basis: Graded

The role of communication and media in shaping science and technology in society. Topics include theories and debates in the field, media coverage of science, activism and science campaigns, and using new and social media to communicate science issues.

COMM 3430W. Science Communication

3.00 credits

Prerequisites: COMM 1000; ENGL 1007 or 1010 or 1011. Recommended Preparation: COMM 2300 or 2500.

Grading Basis: Graded

The role of communication and media in shaping science and technology in society. Topics include theories and debates in the field, media coverage of science, activism and science campaigns, and using new and social media to communicate science issues.

- B. ENGL 3115/W Restoration and Eighteenth-Century British Literature [W] (#15946) [Revise title and description]

Current Catalog Copy

ENGL 3115. Restoration and 18th-Century English Literature

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Includes such writers as Dryden, Pope, Swift, Johnson, Burney, and Austen.

ENGL 3115W. Restoration and 18th-Century English Literature

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Includes such writers as Dryden, Pope, Swift, Johnson, Burney, and Austen.

Revised Catalog Copy

ENGL 3115. Literature of Enlightenment, Empire, and Revolution: 1660-1800

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

A survey of British literature composed between 1660 and 1800 that bore witness to, challenged, and promoted the ideals of the Enlightenment, the practice and institutions of the British empire, and the economic, social, and political revolutions of the Atlantic world during this historical period.

ENGL 3115W. Literature of Enlightenment, Empire, and Revolution: 1660-1800

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

A survey of British literature composed between 1660 and 1800 that bore witness to, challenged, and promoted the ideals of the Enlightenment, the practice and institutions of the British empire, and the economic, social, and political revolutions of the Atlantic world during this historical period.

C. HIST/AFRA 3753 History of Modern Africa [CA1, CA4-Int] (#19006) [Revise level]

Current Catalog Copy

HIST 3753. History of Modern Africa

Also offered as: AFRA 3753

Prerequisites: None

Grading Basis: Graded

The history of African perceptions of and responses to the abolition of the slave trade, Western imperialism and colonialism, and the development of nationalism and struggle for independence.

AFRA 3753. History of Modern Africa

Also offered as: HIST 3753

Prerequisites: None

Grading Basis: Graded

The history of African perceptions of and responses to the abolition of the slave trade, Western imperialism and colonialism, and the development of nationalism and struggle for independence.

Revised Catalog Copy

HIST 2753. History of Modern Africa

Also offered as: AFRA 2753

Prerequisites: None

Grading Basis: Graded

The history of African perceptions of and responses to the abolition of the slave trade, Western imperialism and colonialism, and the development of nationalism and struggle for independence.

AFRA 2753. History of Modern Africa

Also offered as: HIST 2753

Prerequisites: None

Grading Basis: Graded

The history of African perceptions of and responses to the abolition of the slave trade, Western imperialism and colonialism, and the development of nationalism and struggle for independence.

D. LLAS/COMM/WGSS 3264 Latinas and Media [CA4] (#19025) [Revise number]

Current Catalog Copy

LLAS 3264. Latinas and Media

Also offered as: COMM 3321, WGSS 3260

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

The role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women. CA 4.

COMM 3321. Latinas and Media

Also offered as: LLAS 3264, WGSS 3260

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

The role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women. CA 4.

WGSS 3260. Latinas and Media

Also offered as: COMM 3321, LLAS 3264

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

The role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women. CA 4.

Revised Catalog Copy

LLAS 3321. Latinas and Media

Also offered as: COMM 3321, WGSS 3321

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

The role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women. CA 4.

COMM 3321. Latinas and Media

Also offered as: LLAS 3321, WGSS 3321

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

The role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women. CA 4.

WGSS 3321. Latinas and Media

Also offered as: COMM 3321, LLAS 3321

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

The role of ethnicity and race in women's lives. Special attention to communication research on ethnic and racial minority women. CA 4.

E. PP 3030/POLS 3625 Public Opinion [W] (#5934) [Add W version]

Current Catalog Copy

PP 3030. Public Opinion

Also offered as: POLS 3625

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

Concepts, theories, structure, and substance of public opinion.

POLS 3030. Public Opinion

Also offered as: PP 3030

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

Concepts, theories, structure, and substance of public opinion.

Revised Catalog Copy

PP 3030. Public Opinion

Also offered as: POLS 3625

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

Concepts, theories, structure, and substance of public opinion.

PP 3030W. Public Opinion

Also offered as POLS 3625W

3.00 credits

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

Grading Basis: Graded

Concepts, theories, structure, and substance of public opinion.

POLS 3625. Public Opinion

Also offered as: PP 3030

3.00 credits

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

Concepts, theories, structure, and substance of public opinion.

POLS 3625W. Public Opinion

Also offered as PP 3030W

3.00 credits

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

Grading Basis: Graded

Concepts, theories, structure, and substance of public opinion.

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

A. HIST 3204W Science and Social Issues in the Modern World (#18566)

B. KINS 4510W Advanced Topics in Health and Sport Performance [W] (#15405)

Respectfully Submitted by the 22-23 Senate Curricula and Courses Committee: Suzanne Wilson (Chair), John Chandy, Louis Hanzlik, Matt McKenzie, Tina Reardon, Pam Bedore (ex-officio), Peter Diplock (ex-officio), Marc Hatfield, David Ouimette, Sharyn Rusch, Eric Schultz, Steve Stifano, Terra Zuidema (Registrar alternate), and Karen McDermott (Program Assistant)

From the 5/1/23 meeting.

Nominating Committee Report to the University Senate

September 11, 2023

1. We nominate Gustavo Nanclares to chair the Senate Curricula & Courses Committee, term ending June 30, 2024.
2. We move the following faculty and staff deletions from the named standing committees:
Jen Tibbetts from Student Welfare
3. We move the following faculty and staff additions to the named standing committee:
Brandy Nelson, John Redden, Jen Terni, Stephanie Singe, and Michelle Cole to Common Curriculum Committee+
Kat McCarthy to Student Welfare Committee
Laurie McCarthy to Senate Curricula & Courses
4. For the information of the Senate, the following undergraduates have been appointed as representatives to the University Senate, term ending May 2024:

Jazmin Ayala (Waterbury)
Zachary Boudah (Avery Point)
Jonathan Heiden
Benjamin Kielty
Sidratul Muntaha (Hartford)
Kamara Nyahuma
Mohammed Ruwaid (Stamford)
Peter Spinelli
Ali Vilano

5. For the information of the Senate, the following individuals have been appointed as ex-officio members to the standing committees of the University Senate:

Curricula and Courses Committee – Sarah Croucher
Enrollment Committee – Nathan Fuerst
Faculty Standards Committee – Gladis Kersaint
Justice, Equity, Diversity & Inclusion Committee – Frank Tuitt
Scholastic Standards Committee – Jennifer Lease Butts
Student Welfare Committee – Nathan Fuerst
University Budget Committee – Jeffrey Geoghegan
University Planning Committee – Gladis Kersaint

Respectfully submitted,

Tom Bontly	Dan Burkey
Laura Burton	Robin Coulter
Elizabeth Jockusch	Angela Rola