

# BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE

## I. BY-LAWS

### A. Quorum

Not less than twenty-five percent of the members of the University Senate shall constitute a quorum at any meeting.

### B. Rules of Procedure and Order of Business of the University Senate

See also Art. IX.E., of the *By-Laws of the University of Connecticut*

University Senate meetings are conducted according to Robert's Rules of Order as modified by the Special Rules of Order and Standing Rules of the University Senate.

1. All sessions of the University Senate will be open to the public, except that by majority vote of the Senators present and voting at any session, the Senate may declare the meeting closed to all except members of the Senate and anyone specifically invited to be present.
2. In addition to the distribution of Senate minutes outlined in Article IX.F., of the By-Laws of the University of Connecticut, copies of the minutes will be published on the Senate website and sent to the University Archives. The University Archives will be the official place for filing minutes of the University Senate.
3. The order of business at regular meetings of the Senate shall be:
  1. Minutes of preceding meeting.
  2. Report of the President
  3. Report of the Senate Executive Committee
  3. Old Business
  4. Reports of Standing Committee
  5. Other Reports
  6. New Business

### C. Senate Committees

#### 1. *Executive Committee*

The Executive Committee organizes and coordinates the business of the Senate and its committees (See Art. VIII and IX.G. of the *By-Laws of the University of Connecticut* for its composition, functions, and the election of its members).

2. *Standing Committees*

There shall be eight standing committees of the Senate, as described in the following subparagraphs. Senate committees may recommend expression of Senate opinion on matters that are within the jurisdiction of the University Senate. Eligibility to serve on standing committees is not limited to Senate members. There shall be at least one member from a Regional Campus, two undergraduate students, and one graduate student on each standing committee. The President or the Provost shall appoint one ex officio member to each committee.

a. *University Planning*

This committee shall review the University planning processes and consider their potential outcomes. The committee may provide on behalf of the Senate an evaluation and review of specific issues and activities related to institutional advancement.

b. *Faculty Standards*

This committee shall continuously review University policies and practices relating to tenure, academic freedom, equitable distribution of work, rank and promotion, remuneration, retirement, and other matters affecting the faculty and shall propose any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations.

c. *Student Welfare*

This committee shall review the conditions that contribute to the academic success, personal development, physical and mental well-being of students, and available forms of financial aid. It may seek the opinion of the Senate on such matters and make recommendations.

d. *Scholastic Standards*

This committee shall prepare legislation within the jurisdiction of the Senate concerning those scholastic matters affecting the University as a whole, and not assigned to the Curricula and Courses Committee, including academic programs, the marking system, scholarship standards, and the like.

e. *Curricula and Courses*

This committee shall prepare legislation within the jurisdiction of the Senate on course requirements for general education of all undergraduate schools and colleges, UNIV, 1000 and 2000 levels, and other courses as designated in these by-laws.

f. *University Budget*

This committee shall review the planning, and allocation of the University operating, capital, and other budgets, the process of making budgetary and financial decisions and the determination of priorities among academic and other programs having financial implications.

- g. *Enrollment*  
This committee shall review all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population.
  - h. *Justice, Equity, Diversity, and Inclusion*  
This committee shall review University policies, practices, and conditions relevant to supporting and promoting justice, equity, diversity, and inclusion among students, faculty, and staff.
3. *Nominating Committee*
- a. There shall be a Senate Nominating Committee consisting of six members of the Senate elected by the Senate. The Committee will include at least one but not more than two professional staff members. Each spring, after all other Senate elections for faculty and staff are completed, the Executive Committee will distribute to Senate members a first ballot for the Nominating Committee with the names of the Senators newly elected for three-year terms, and the instructions that Senators may vote for four names. A second ballot with the names of the four senators receiving the highest number of votes will then be distributed to Senate members, with the instruction that Senators may vote for two names. The two Senators receiving the highest numbers of votes cast will be members of the Nominating Committee for three years, starting their terms when their Senate terms begin July 1. Vacancies will be filled by the available candidate with the highest vote at the last previous election in the appropriate class and constituency.
  - b. Each October the Nominating Committee shall submit to the Senate by written ballot a slate of four full professors without administrative office for election of two to the Faculty Review Board for a three-year term. Members of the Committee of Three shall not be nominated.
  - c. In October of each year the Nominating Committee shall submit to the faculty and to the professional staff slates composed of at least two nominees for each At-large seat to be filled in the Senate. Candidates may also be nominated by petition; if a petition signed by five members of the faculty or the professional staff in support of a candidate is submitted within the time specified in the election instructions, that candidate's name shall be included on the election ballot.
  - d. Newly elected members of the Senate and all other members of the faculty and professional staff shall be asked by the Senate Administrator in February if they wish to indicate an interest in serving on one of the standing committees, and the preferences shall be turned over to the Senate Nominating Committee. The Committee shall submit to the April meeting of the Senate its recommendations as to the chairpersons and members of the standing committees for the ensuing year (the number of nominees for each committee constituting a recommendation as to the number of members of that committee) and such nominations shall be included in the

minutes of the Senate. Each year the Nominating Committee shall solicit for its consideration names of students from the Presidents of the Undergraduate Student Government and the Graduate Student Senate. The chairpersons and at least half of the membership of each standing committee shall be senators.

4. *Standing Committee Elections*

The Senate, annually at its May meeting, shall determine the number of members of each standing committee for the ensuing year, shall elect the members of such committees, and shall designate the chairperson of each such committee. Before such elections, nominations for committee members and chairpersons, in addition to those submitted by the Senate Nominating Committee, may be made from the floor. If there are more nominees for any committee than the number of places to be filled or if there is more than one nomination for the chairpersonship of any committee, the election of that committee or of that committee chairperson shall take place by secret ballot. The newly elected committees and their chairpersons shall take office on July 1 following their election. If any committee chairpersonship shall become vacant, the Senate Nominating Committee shall present a nomination to fill the vacancy not later than the next regular meeting of the Senate, and after the opportunity for nominations from the floor the Senate shall fill the vacancy. The same procedure shall be followed to designate an acting chairperson when it is known that the chairperson of a committee will be absent from the University for a period as long as a semester. The Senate may similarly fill vacancies in the membership of any committee if it judges that the remaining number of members is insufficient to perform the work of the committee. In such cases the Nominating Committee shall be given the opportunity to present nominations.

5. *Standing Committee Reports*

Any Senate standing committee may report specific business that appears to require immediate attention at any regular or adjourned meeting. Each committee shall, however, make a general annual report at the final meeting of the academic year. In this annual report the committee shall review the current situation and problems in the subject-matter area with which it is charged and may propose any necessary additions to, and alterations of, previous Senate legislation or expressions of opinion in respect to this area. In the case of committees having frequent occasions to report specific items of business, the annual report may be summary in character.

**D. Changes in By-Laws, Rules, and Regulations**

The By-laws, Rules and Regulations of the University Senate may be changed at any meeting of the Senate by majority vote of those present and voting, provided that due warning of the proposed changes has been given in a previous meeting. If due warning has not been given, a two-thirds vote of those present and voting shall be required. Changes may be considered in special meetings of the University Senate under emergency circumstances. Changes approved in special meetings shall be temporary, applying only through the current academic year or the upcoming academic year if approved in a summer special meeting.

## II. RULES AND REGULATIONS

### A. Admissions

The University of Connecticut Office of Admissions follows the formal Non-Discrimination Policy Statement and makes admissions decisions in accordance with this policy.

The University does not enter into any *quid pro quo* contracts, either explicit or implied, with admitted students. Services expected shall not be a consideration in admission.

No changes in the course requirements for admission shall be published after February 1 in any year to take effect for students entering in the following Fall semester.

The rules for admission apply to freshman and transfer students who seek to matriculate, i.e. be admitted as degree candidates. The minimum requirements for admission to the University are listed below; the specific requirements for admission to the schools and colleges are provided in the University Catalog online. Separate admissions requirements may apply to the University's articulation agreements with other Connecticut public colleges and universities.

#### 1. *Minimum Requirements*

Except as specified below, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

- a. Each applicant shall have graduated from AND have completed 16 units (or the equivalent) in an approved secondary school or program.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

- Four units of English (composition and literature)
- Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)
- Two units of laboratory science
- Two units of social science or history
- Two units (generally corresponding to two years) of a single foreign language or the equivalent
- Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and relevant test scores, including the College Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not a first language. All applicants for admissions are holistically reviewed, which includes an applicant's personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and based on the applicant's likelihood of success.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

d. Exceptions to the requirements of paragraph II.A.1.a. may be made by the Director of Admissions for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and test scores. The Director of Admissions may also waive test scores for students who demonstrate maturity and show promise of success.

e. Each applicant may be called upon to provide supplementary information, if it is deemed necessary.

## *2. New England Regional Program*

As a member of the New England Board of Higher Education (NEBHE), the University of Connecticut provides residents of other NEBHE member states a tuition reduction when the student is enrolled in an approved degree program (as identified by NEBHE) that is not available at a public institution in their home state.

## *3. Transfer of Credit*

The Office of Admissions, in consultation with academic departments, will evaluate coursework completed by students at other collegiate institutions, as well as military credit as a result of years of service or training, for eligibility for awarding transfer credit. The number of transfer credits such students are awarded depends upon the character, quantity, and quality of the work they have done. Transfer credit will be given only for courses in which the student earned a 'C' grade or higher (2.0 on a 4.0 scale). Transfer credit will not be computed in a student's University of Connecticut GPA.

In addition to other procedures, and with the approval of the appropriate department and the Provost or designated representative, College Entrance Examination Board (C.E.E.B.) Advanced Placement or other examinations may be used as a basis for granting advanced standing to students at the time of admission. In such cases, the Admissions Office shall forward the materials compiled by these testing agencies to the department(s) teaching the

subject matter(s) covered by the test. The department(s), having examined the materials submitted, shall determine whether the materials are sufficient to (1) grant a student full credit for a specified course as a transfer course, or (2) permit a student to use a specific course in meeting prerequisite requirements for more advanced courses or in fulfilling course requirements for graduation.

Students registered at the University who desire to take work in other collegiate institutions to be applied toward their degrees at the University should obtain approval from the Office of Admissions before taking such work.

#### *4. High School Students and Credit Bearing Courses*

The issuance of UConn credit to high school students is overseen by the Office of Early College Programs (OECF). High school students may enroll in UConn courses either through UConn's concurrent enrollment program, UConn Early College Experience (ECE), or with permission, as independent non-degree students on a UConn campus (dual enrollment).

Students enrolled in high school who want to take UConn courses as non-degree students should contact the OECF prior to registration.

Instructors must be certified by the University department to teach UConn courses through UConn ECE and must follow accreditation criteria established by OECF and NACEP, UConn Early College Experience's accrediting body. University departments offering their courses through ECE are responsible for monitoring grading practices and ensuring that they are comparable to practices in the department. Completed UConn courses offered through UConn ECE are recorded on the non-degree portion of a student's official UConn transcript with a final letter grade (A-F).

Upon matriculation, UConn ECE Students are provided the opportunity to move non-degree coursework to the undergraduate record (see 5. below).

Students may withdraw from a course or from the ECE program up to five weeks before final grades are required; also the University or the secondary school may require withdrawal from specific courses or from the entire ECE program, per policies designated in the UConn ECE Policies and Procedures Guide.

#### *5. Non-Degree Students*

- a. Persons who wish to pursue college work without being formally admitted as candidates for an undergraduate degree at the University may register for courses as non-degree students.
- b. The Registrar shall set dates during which non-degree students may register for courses. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. -Requests for exceptions to this policy may be made to the director or designee of non-degree programs. Students who have been dismissed from the University must seek permission to take coursework with non-degree status from the dean or designee of the

school or college from which the student was dismissed. They are not eligible for exceptions to course and credit limits.

- c. Continued enrollment of a non-degree student is dependent upon the student's maintaining a minimum cumulative grade point average of 2.0 after having attempted 12 credits or having been enrolled for two semesters.
- d. A non-degree student who wishes to become a degree candidate at the University of Connecticut must apply for admission in the same way as any other prospective student.
- e. When a non-degree student matriculates, the student will, in conjunction with the dean or designee of his or her school or college, or the director or designee of his or her program, determine whether or not credits earned as a non-degree student will be applied to the degree. Students who have coursework on their non-degree record that has not been assessed may seek approval by their school or college's dean or designee to have that coursework evaluated and moved to the undergraduate record. Once courses have been moved to the undergraduate record they cannot be removed unless, under exceptional circumstances, permission is given by the Vice Provost for Academic Affairs.

## **B. Academic Advising and Registration**

Academic advising is a service provided to assist students' progress toward meeting their academic objectives and completing their degree requirements. Each student will be assigned an academic advisor by the dean of his/her school or college. *Although students are assigned to advisors, it is the responsibility of the student to know and to follow the regulations of the University and to plan and carry out a program of study consistent with his/her academic and career goals and the degree requirements of the University.*

The function of advising is recognized as an integral part of the University's educational mission. Contact on an individual basis with an academic advisor is an important means of identifying the needs of individual students. The advising program, essentially consultative and designed to assist students in making intelligent decisions, includes the following aspects:

Communicating the meaning of higher education, the goals of a land grant institution, the aims of disciplinary and interdisciplinary study, and the rationale for academic requirements including minimum scholastic standards;

Describing registration procedures, course offerings, areas of faculty interest and expertise, educational opportunities, degree programs, and academic policies;

Planning semester by semester registration including selection of courses and course load adjustment;

Discussing educational and professional objectives based upon demonstrated abilities and interests and clarification of the relations among courses, programs, and careers;



Developing tentative and final plans of study;

Referring to appropriate sources for information and specialized services complementary to the knowledge and skills of the advisor.

The advising relationship is both consultative and mutually respectful: the advisee should respect the advisor's suggestions; the advisor is considerate of decisions made by the advisee. Advisors are responsible for informing students of appropriate courses of action. Students should expect advisors to have reasonable knowledge of the rules and regulations of the school or college and the University but must recognize that no individual can be fully informed in all areas.

Although the advisor is responsible for making appropriate academic recommendations and indicates that this has been done by signing the appropriate registration forms, the student is responsible for his/her own academic progress. *Students must, therefore, assume ultimate responsibility for their decisions related to course selection and program planning, particularly when those individual decisions are inconsistent with program requirements.*

Academic requirements, legislated by the University Senate, are published in the University Bulletin, the Student Handbook, the Directory of Classes, departmental plans of study, and other documents with which students and advisors are expected to be familiar.

When students register for courses, they must first consult with their academic advisor and then submit to the Registrar a list of courses and sections for which they desire to register. The University attempts to meet the students' requests in instances where course selections conform with University regulations and where resources permit enrollment.

1. *Registration*

All undergraduate students are required to register on the dates announced and to pay the succeeding semester fee bills as due. Students are considered officially registered when they have met all University requirements for registration. Prior to the beginning of classes, a student will receive official notification of the courses for which enrollment has been completed. Registration instructions are provided by the Office of the Registrar.

Before being permitted to register for classes, each new student must present a satisfactorily completed health report upon forms provided by the University's Student Health and Wellness.

2. *Late Registration*

Late registration is held each semester just prior to the beginning of classes to register students who were unable to register previously, such as late admitted or readmitted students. These students must also pay their fee bills as due and prior to registering. Students paid or deferred who must register on or after the first day of classes must consult

with their advisor and then follow the Add/Drop procedures detailed in the University Catalog and the Directory of Classes.

3. *Improper Registration or Failure to Register*

No student is permitted to attend class unless officially enrolled in the course. If a student not officially enrolled does attend class, the instructor should notify the student of the registration discrepancy and report it to the Office of the Registrar. A student not officially enrolled may not at the end of the semester receive credit for courses or parts of courses completed. Exceptions may be granted if the student paid fees when due and obtains written permission for retroactive registration from the student's advisor, course instructors, heads of the departments offering the courses, and the dean of the school or college in which the student is enrolled.

4. *Credits Permitted in a Semester*

A student will be considered a full-time student if he or she initially registers for and is enrolled for at least 12 credits at the end of the fourth week of the semester. Courses for which credit restrictions apply count for full credit for registration purposes but may not be applicable toward the degree.

In all schools and colleges, except Engineering, Fine Arts, and Pharmacy, the maximum number of credits for which a student may register or be enrolled shall be 17, unless he or she is enrolled in credit-bearing courses in Basic Military Science, or has earned, in the last semester for which grades are available, a grade point average of at least 2.6, in which case the maximum credits shall be 18. In these schools, no entering freshman may register for or be enrolled in more than 17 credits unless he or she is enrolled in credit-bearing courses in Basic Military Science, and no student may register for or be enrolled in more than 18 credits.

In all schools and colleges, except Engineering, Fine Arts, and Pharmacy, a student in the Honors Program who has, or will have earned a minimum of 18 credits at the time of enrollment may register for or be enrolled in a maximum of 19 credits unless he or she is a junior or senior and has earned a grade point average of at least 3.0 for the last semester for which grades are available, in which case the maximum number of credits shall be 21.

In the Schools of Engineering, Fine Arts, and Pharmacy, a student may register for or be enrolled in a maximum of 19 credits unless he or she is a junior or senior and has earned a grade point average of at least 2.6 for the last semester for which grades are available, in which case the maximum number of credits shall be 21.

Credits registered for or earned toward the degree by undergraduate students in independent study, variable, and special topics courses shall be limited to a maximum of six in any one semester.

For courses that run outside the Fall and Spring semesters, credit limits will depend on the length of the session, as follows:

Session length	Credit limit
≤ 4 weeks	4 credits
> 4 weeks - ≤ 8 weeks	8 credits
> 8 weeks	12 credits

Exceptions to the regulations on credits permitted, including those resulting from overlapping sessions or terms, may be made by the dean or dean's designee of the school or college in which the student is registered after the student has consulted with their advisor.

5. *Full-Time and Part-Time Students*

Students are admitted to the University with full-time status, which requires their carrying at least 12 credits each semester. Students seeking to obtain part-time status, that is, carry fewer than 12 credits, must obtain written approval from the deans of the schools/colleges in which they are enrolled. Part-time students may not participate in any extra-curricular activity involving intercollegiate competition except by permission of the Dean of Students or designee. Part-time status also affects financial aid, scholastic probation and dismissal, and could affect eligibility for University housing.

6. *Auditing Courses Without Credit*

Full-time students registering as course auditors must obtain consent from the course instructors. After the second week of classes, course audits require the same authorizations as add/drop transactions.

Part-time students must pay the regular fee to audit courses and must follow the consent rules above.

7. *Registration in Courses Labeled "Credits and Hours by Arrangement"*

When the number of credits to be earned in a course is specified in the catalog as "credits and hours by arrangement", the student must, in concert with the instructor, at the time of registration, indicate the number of credits the student expects to earn in the course. If the number of credits a student expects to earn changes during the semester, the instructor must report the change to the Office of the Registrar as soon as possible, via memo, class list, or grade sheet.

8. *Laboratory Credits*

When credit is assigned for laboratory work, laboratory periods of from two to three hours shall be assigned one credit with the exception that three credits may be assigned to four-hour laboratories which are laboratories of an advanced or design nature requiring outside preparation approximately equivalent to that required for a two-class period course.

9. *Repeating Courses*

Any student who is regularly registered for any course and who satisfied the requirements shall receive credit therefore, except that no student shall receive credit toward the degree for the same course twice, unless it is specifically so stated as in a variable content course. Courses with the same numbers that cover the same course content cannot be counted more than once for credit toward the degree. The parenthetical phrases (Formerly offered as...) and (Also offered as...) that follow a course title as a cross reference indicate that a student may not take both the course and the cross-referenced course for credit toward the degree. A student is regularly registered for a course only when in registering he or she has conformed to all university or college regulations or requirements applying to registration for the course.

A student may repeat a course previously taken one time without seeking permission in order to earn a higher grade. The student may take the course a third time with the permission of the dean or of the school or college in which the student is enrolled and the instructor of the course. Under no circumstances may a student take a course more than three times.

When a student repeats a course, credit shall be allowed only once. Furthermore, in the computation of the grade point average, the registered credit and grade points for the most recent taking of the course shall be included in the GPA calculation and the registered credit and grade points for the prior taking of the course shall remain on the transcript, but shall be removed from the GPA calculation.

When a student repeats a course after receiving a degree, the student's transcript will indicate a grade, but no registered credit, for the repeated course. The grade and registered credit recorded for the course prior to receipt of the degree shall continue to be included in the GPA and credit calculations.

10. *Adding, Dropping, or Withdrawing from a Course*

Instructions for adding and dropping courses appear in the Schedule of Classes. Within the following regulations, students may revise their course schedules on days and at hours specified by the Office of the Registrar. Though classes may be scheduled on weekends, these are not factored into the following regulations.

Students should consult with their academic advisor prior to adding or dropping courses.

If a particular course requires consent, a student must obtain that consent before adding that course.

Students may add semester courses during the first ten days of classes without special permissions. In exceptional circumstances only, a student may add courses after the tenth

day of classes with the consent of the student's advisor, the course instructor, and the head of the department or program offering the course. After the fourth week of the semester, the permission of the student's academic dean or his/her designee is also required for adding 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 eleventh week of the semester, a student may Withdraw from one course (for any reason) with permission from the student's advisor. Students seeking to Withdraw from a course after the eleventh week of the semester must get approval from the student's advisor and from 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.

During the first ten days of classes of the semester, a student may change course sections without advisor consultation. After the tenth day of classes, course section changes require the same authorizations as other add/drop transactions.

A student who is enrolled in but does not attend any classes or laboratory meetings during the first ten days of classes may be denied a place in the course (see II.E.11, *Class Attendance*). Such non-attendance, or non-attendance later in the semester, does not constitute withdrawal; the student must officially drop the course by regular procedures or risk being assigned a failing grade.

In considering a schedule with fewer than 12 credits, a student should consult with an advisor and dean or designee of the school or college in which the student is enrolled. A student considering fewer than 12 credits should note the regulations concerning part-time students, scholastic probation and dismissal (see II.B.3, *Improper Registration or Failure to Register*, II.B.4, *Credits Permitted in a Semester* and II.E.12, *Suspension or Expulsion*), and financial aid.

A student who withdraws from a full-year course at the close of the first semester shall receive credit for the work of the first semester if the student has passed the course, unless it is announced in the catalog that the course must be taken in its entirety, in which case the credit shall be withheld until the course is completed.

Students at the University's regional campuses are subject to all regulations governing adding and dropping courses except that course instructors act for the department heads and the regional campus director or designee acts for the dean.

For courses of fewer than 14 weeks duration, the add/drop periods will be adjusted and set by the Registrar.

11. *Withdrawals and Leaves of Absence*

All students withdrawing from the University for any reason must complete the proper forms through the Dean of Students Office or designee.

A student who withdraws from the University at any time before the final examinations in a semester shall receive no credit for courses taken nor be charged with any failures during the semester.

No student who withdraws after the end of the sixth week of a semester will be permitted to register for a subsequent semester without the permission of the Dean of Students or designee. It is understood that when such permission is sought, the Dean of Students or designee will ascertain the standing of the student at the time when he or she withdrew. For purposes of application for readmission such students shall be treated as a dismissed student if his or her standing at the time of withdrawal is such that if it were continued to the end of the semester he or she would then be subject to dismissal.

A student in good standing who leaves the University at the end of a semester and is out of residence for one or more semesters may re-enter at the beginning of any later semester upon application to the Dean of Students Office. The attention of such students is called to the fact that special permission is needed to count courses taken more than eight years before graduation (see II.C.1.e, *Eight-Year Rule*).

Students in good standing who wish to withdraw from the University may apply to the Dean of Students Office or designee for Leave of Absence, which will permit them to resume their studies in a semester specified by mutual agreement. Normally the period of such leaves would not exceed three semesters. Students called to active duty are afforded additional consideration and should contact the Dean of Students Office or designee to review their circumstances.

12. *Readmission*

A student seeking readmission to the University must apply through the Dean of Students Office. Readmission is not guaranteed. Criteria used in determining readmission include, but are not limited to, academic progress, university discipline history, and criminal history. All applications for readmission must be evaluated through the Dean of Students Office who will convene a readmission board including the deans' designees. The standards for academic evaluation can be found at the website of each school/college, the Dean of

Students Office and the Regional Campus Student Service Offices. The attention of such students is called to the following University regulations:

1. A student who wishes to apply toward a degree credits earned more than eight years before graduation must obtain permission from the dean of the school or college concerned and the Vice Provost for Academic Affairs.
2. All readmitted students (except those who are on an official leave of absence returning to their previous school or college) must satisfy the academic requirements of the school or college to which readmitted as stated in the catalog effective at the time of readmission, unless a subsequent catalog is elected. (9/6/2013)

### **C. Minimum Requirements for Undergraduate Degrees**

#### 1. *Requirements in General*

The degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, and Bachelor of General Studies are awarded by the vote of the Board of Trustees to students who have: (1) met all the requirements of one school of the University; (2) earned at least 120 credits applicable toward the degree in all curricula; (3) earned at least a 2.0 grade point average for all calculable course work. Students should consult the Undergraduate Catalog for detailed statements regarding additional requirements.

Curricula requirements of departments must be approved by the schools and colleges.

Degrees are awarded only to students who are in good standing, and who have met all their obligations to the University.

#### a. *Credit Extension Courses*

University Extension courses given for credit toward a degree must be regular courses or integral parts of regular courses, and students taking these courses must submit to the scholastic regulations of the University.

#### b. *Residence Requirement*

It is expected that advanced course work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through the University's Education Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

c. *Exemptions and Substitutions*

Students who for any reason, desire to be excused from any requirements, or to substitute other courses for those prescribed, shall consult the dean of the school or college concerned. Such exemption or substitutions must be recommended by the dean of the school or college and approved by the Vice President for Academic Affairs.

For transfer students (those admitted to the University with advanced standing from another institution of higher education), exemptions and substitutions in the General Education Requirements for their prior academic work must be approved by the dean of the college or school to which the prospective student is seeking admission. These exemptions and substitutions should be made at the time of the student's enrollment at the University.

d. *Examination for Course Requirements*

Any student may, with the permission of the dean of the school or college concerned, meet school or college requirements by examination without credit, the examination to be given by the department in which the course meeting the requirement is offered.

e. *Eight-Year Rule*

A student who wishes to apply toward a degree credits earned more than eight years before graduation must obtain permission from the dean of the school or college concerned. The permission, if granted, applies only to the current school or college.

f. *Applicability of Requirements*

Students graduating in any school or college must meet the requirements of that school or college as they existed at the time they entered that school or college or at any subsequent time. Students who transfer out of a school or college do not retain any rights in that school or college and if they transfer back they can no longer continue under earlier requirements.

Students who withdraw (except those who are on an official leave of absence) or are dismissed from the University and subsequently are readmitted to their previous school or college must satisfy academic requirements of the catalog effective at the time of their readmission or subsequent catalogs.

g. *Double Majors*

A student may concurrently complete majors in a single school or college. To do so, a student must meet all degree requirements for both majors as stipulated by the relevant school or college. One major must be designated as the primary major. If the majors normally result in different degrees (e.g., Bachelor of Arts vs. Bachelor of Science), the primary major will determine the single degree awarded.



h. *Additional Degree*

A student may earn an additional baccalaureate degree either concurrently or after receiving another baccalaureate degree. To do so, all requirements for each degree must be met and at least 18 credits more than the highest minimum requirement of any of the degrees must be presented for each additional degree. One degree must be designated as the primary degree if the degrees are being pursued concurrently. These additional credits must be 2000-level, or above, courses in the additional degree major or closely related fields and must be completed with at least a 2.0 grade point average. The requirement of 18 additional credits is waived for students who complete the requirements of both a teacher preparation degree in the Neag School of Education and a bachelor's degree in another school or college.

The total grade point average of students who are applicants for a second degree is based on all credits and grade points accumulated in fulfilling requirements for both degrees.

i. *Minors*

A minor provides an option for students who want to add further breadth to their academic program. A minor is available only to a matriculated student currently pursuing a baccalaureate degree. Minors will consist of 12 - 18 credits of 2000+ level course work. Unless a higher standard is noted in the description of a specific minor program, completion of a minor requires that a student earn a 'C' or better in each of the required courses for that minor. The same course may be used to meet both major and minor requirements unless prohibited by the department or program offering the minor as stated in the University catalog. Substitutions to minor requirements require the approval of the head or designee of the department or program offering the minor. The minor is recorded on the student's official transcript.

2. *General Education Curriculum*

The General Education Curriculum provides academic breadth with a set of intellectually rigorous and challenging courses.

Every undergraduate student in a baccalaureate degree program in the University, on all campuses, must complete the General Education Curriculum. The General Education Curriculum comprises four content areas and four competencies, and Environmental Literacy.

The purpose of General Education is to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is vital to the accomplishment of the University's mission that a balance between professional and general education be

established and maintained in which each is complementary to and compatible with the other.

a. *Content Areas*

Students must pass at least six credits of coursework in each of four content areas: Content Area One – Arts and Humanities; Content Area Two – Social Sciences; Content Area Three – Science and Technology; and, Content Area Four – Diversity and Multiculturalism. Content Area courses may be counted toward the major.

Students must pass at least seven content area courses of at least three credits for a total of at least 21 credits. However, up to three credits of repeatable one-credit courses may be included in Content Areas One and Four.

The courses fulfilling Content Areas One, Two, and Three must represent at least six different subjects as designated by subject code (e.g., ANTH or WGSS). The courses within each of these content areas must be from two different subjects. In Content Area Three, one of the courses must be a laboratory course of at least four credits. However, this laboratory requirement is waived for students who have passed a laboratory course in the biological and/or physical sciences. In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

b. *Competencies*

The General Education Curriculum includes competencies in information literacy, quantitative skills, second language proficiency, and writing. The coursework required to demonstrate Information Literacy is established by each major field of study. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other than English. Writing competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

c. *Environmental Literacy*

Students must pass at least one course of at least three credits in Environmental Literacy. Environmental Literacy courses are designated for this purpose as E courses. Environmental Literacy courses may be counted towards the major.

d. *Courses*

All courses offered for General Education credit must be recommended for approval by the General Education Oversight Committee (see II.C.2.e, *Oversight*).

Courses in Content Areas One, Two and Three may have only General Education courses as prerequisites and corequisites, excepting Honors courses for which Honors student status may be a prerequisite. Courses in Content Area Four, Environmental Literacy, and Writing Competency, may have prerequisites and corequisites that are not General Education courses.

Any academic unit may offer courses for any Content Area or Competency and for Environmental Literacy. Courses approved for the General Education Curriculum are approved for content areas or competencies in all Schools and Colleges.

A course may be approved to satisfy one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4. Students may use a course that has multiple Content Area designations to fulfill the Content Area requirements for which the course has been approved, if the regulations listed in II.C.2.a. *Content Areas* are met. An Environmental Literacy course may be approved for and count for one Content Area or two Content Areas if one is Content Area 4. Courses at the 2000-level or above may combine Quantitative and Writing Competency designations. Courses with Quantitative and/or Writing Competency designations may also be approved for Content Areas and/or Environmental Literacy.

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

- An academic unit may reserve any percentage of seats for its own students in a 2000+-level or above W course that is not also approved for a content area.
- An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 2000-level or above Content Area 4 (Diversity and Multiculturalism) course that is not approved for an additional content area.

Students seeking an Additional Degree or a Double Major must complete each degree's/major's Information Literacy and Writing competency coursework. If an individual course is approved for a competency in both degrees/majors, passing that course will meet that requirement for both degrees/majors.

All students entering the University of Connecticut or changing School or College within the University are expected to complete the General Education curriculum of the academic year in which they enter the new School or College. Adjustments to coursework for the Second Language and Quantitative competencies can be made by

designees of the Dean of the admitting School or College, as well as by the Academic Adjustments Committee, which will submit a report of such substitutions by the end of the Spring semester each year.

Undergraduate students with Bachelor's degrees from institutions that have been accredited by regional accreditation agencies (e.g. NECHE) are exempt from the General Education Requirements.

e. *Oversight*

The GEOC is a subcommittee of, and reports its actions to, the Senate Curricula and Courses Committee. The GEOC receives financial support for its activities from the Office of the Provost.

The GEOC is charged with:

- proposing to the Senate goals and objectives of the Content Areas and Competencies;
- proposing policy regarding the University-wide General Education program;
- reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum;
- reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed;
- monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and,
- reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

The Chair of the GEOC need not be a Senator. The Chair serves one three-year term and may not be re-appointed for a consecutive term. Responsibilities of the Chair in leadership of GEOC include management of GEOC meetings, coordination of all GEOC functions, communication with the University community about the General Education Curriculum, and recognizing and responding to the changing needs of the University with respect to the General Education Curriculum. Because of the unusually demanding nature of this position, the chair will be given at least 50% release time and be provided with administrative support.

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate

representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, Directors or Associate Directors of the First-Year Writing Program, and one individual who represents the following five institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

Voting member appointments to the GEOC are for two years, except the student member who serves a one-year term. Any voting member who has served for two consecutive two-year terms may not be re-appointed for another consecutive term.

The GEOC appoints members to Content Area, Competency, and Environmental Literacy subcommittees. Subcommittees are chaired by voting members of the GEOC and are representative of Schools and Colleges. Each subcommittee must review and recommend courses for inclusion, removal, and revision in their respective area.

GEOC approvals of changes to the General Education Curriculum are submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

The Senate Budget Committee is charged with determining if sufficient resources are available to support the General Education Curriculum.

3. *Conferral of Degrees*

Degrees will be conferred three times annually: at Commencement in May, on August 24 following the summer sessions, and on the Sunday following the end of final examinations in December. Students who do not complete work for the degree by one conferral date may qualify for the next conferral date by satisfactorily completing all graduation requirements.

The University has one commencement each year, in May, following the spring semester. Students who are candidates for May or the following August may participate in the May Commencement. Additionally, students who received degrees the previous summer or fall semester may also participate in the May commencement.

**D. Choice of Studies**

1. *Levels of Instruction and Prerequisites*

Courses numbered 0000-0999 are for Ratcliffe Hicks School of Agriculture or pre-college work; they may not be taken for degree credit by Baccalaureate students. Courses numbered 1000-1999 are introductory courses, usually with no prerequisites, primarily intended for freshmen and sophomores. Courses 2000-2999 are primarily intended for sophomores and usually have no more than one prerequisite, Courses numbered 3000-3999 are advanced

undergraduate courses, primarily intended for juniors and seniors. Courses numbered 4000-4999 are advanced undergraduate courses, primarily intended for seniors. Courses numbered 5000-5999 are entry-level and intermediate graduate courses. Courses in clinical doctorate programs generally should be numbered at the 5000 level. Courses numbered 6000-6999 are advanced graduate courses.

Undergraduates are allowed to take courses at the graduate level only if they have a cumulative grade point average of 2.6 or above and if they are in the seventh or eighth semester of University standing. Exceptions can be made only by the instructor and the dean of the school or college in which the student is registered.

All prerequisites to courses as listed in the catalog must be met before registration in those courses. If, however, students consider that they have the equivalent of a prerequisite listed for a given course, they may present evidence thereof to the instructor concerned, and may register for the course if written consent is filed by the instructor in the Registrar's Office.

No course prerequisite to a second course in the same department is open for degree credit to a student who has already passed the second course unless the head of the department offering the course makes an exception, in writing to the Office of the Registrar, in an individual case.

## 2. *Course Credit by Examination*

All registered students are eligible to take examinations for course credit. However, course credit by examination may not be used to meet credit requirements for graduate degrees at this institution.

When there are acceptable candidates, examinations will be prepared in courses that are listed in the current undergraduate catalog. They will be given, not more often than once a semester, and only at the periods stated in the University Calendar appearing in the undergraduate catalog.

Examinations will be constructed and evaluated by the instructor in charge of the course. Examinations must be wholly, or in substantial part written, unless the nature of the course makes more appropriate an oral or performance examination. Examinations in laboratory courses may be written but should give assurance that the laboratory techniques have been understood and mastered.

A student taking an examination for course credit must first have his or her academic qualifications reviewed and receive written permission of the instructor administering the examination and the written approval of the head of the department concerned. A student must also have his or her administrative qualifications (listed below) reviewed by and receive written permission of the dean of the school or college in which the student is enrolled. After obtaining these permissions on the "Petition for Course Credit by

Examination" form (available from the Office of the Registrar), the student arranges to take the examination.

The following constitute the administrative qualifications for taking the examination:

A student may not earn by examination more than one-fourth of the credits required for the degree.

A student may not take course credit by examination for a course in which he or she has earned a grade of 'F' (see "Scholastic Standing"). A student who has failed an examination which is offered for course credit may not repeat the examination.

A student may not take an examination covering a part of a course with the expectation that other parts will be made up in class or laboratory or otherwise.

A student may not take an examination for credit in a course if any substantial portion of the course has been covered previously in any college or secondary school course for which the University has granted credit.

A student may not take an examination for English 1003, 1004, or for 1000-level foreign language courses; or for other courses for which credit by examination is prohibited by the individual schools and colleges.

If a student earns an 'F' grade on the examination, that grade will not be posted to the student's academic record. A student who passes an examination for course credit receives the grade in the course that he or she makes on the examination and the regular grade points for that grade. A student may not elect the pass/fail option.

3. *Plan of Study*

Each student except those in the schools of Nursing, Pharmacy and Allied Health Professions shall file with the department of the major after consultation with the academic advisor, a tentative plan of study on a form provided by the dean of the school or college. The plan of study documents the program the student will follow to satisfy degree requirements in compliance with the curricular requirements and educational objectives of the student's school/college and the University. This shall be done as early as possible, but in no case later than a date fixed by the school or college.

A final plan of study approved by the major advisor and the department head must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to be graduated. This approval indicates that the advisor and department head believe that, on the basis of the information available to them, the program followed by the student meets degree requirements. The student's program is still subject to audit by the Registrar to ensure that all requirements have actually been met.

4. *Change of School*  
Changes from one school or college to another may be made with the written permission of the dean of the school or college to which the student wishes to transfer.
5. *Military Training*  
Juniors or seniors who do not sign the contract for the advanced work in the Reserve Officers' Training Corps may not elect the junior-senior courses in national defense, except with the consent of the Professor of Military Science or the Professor of Aerospace Studies.

No credit toward the degree is granted for the R.O.T.C. summer training course prescribed for those who are candidates for a Reserve Officers' Commission.

With the permission of the Professor of Military Science or the Professor of Aerospace Studies a student who has failed a national defense course may repeat the course and register for a following course in the same semester and receive full credit in the two courses, although taking only one corps training or leadership laboratory training period.

Within a quota assigned by the Department of Defense, the President of the University, and the Professor of Military Science or the Professor of Aerospace Studies may select students who have completed the Basic Course for entry into the Army or Air Force Advanced Program. Entry into either Advanced Program is subject to a contractual agreement that the student will complete the advanced Program. Veterans who are candidates for the Army or Air Force Advanced R.O.T.C. courses may be eligible for the Advanced Programs without completing the Basic Courses.

Juniors or other students with four semesters remaining in the institution may apply for the advanced Army or Air Force 2-year programs and, if medically and otherwise qualified, enter directly into a commissioning program without having taken the basic courses. Prerequisite course work will be taken during summer training periods but academic credit will not be granted.

## **E. Scholastic Standing**

### 1. *Classification of Students*

A student in good standing is listed as a sophomore, junior, or senior, if the student has earned 24, 54, or 86 credits, respectively.

### 2. *Responsibility for the Academic Assessment of Students*

The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements must be stated in the syllabus for the course. Instructors shall provide, in writing on the first day of class, syllabi and schedules if not included in syllabi, to students in their courses, including internships and independent studies. Instructors shall specify what will be taught, when and how it will



be taught, when and how learning will be assessed, and how grades will be assigned, and (for distance education courses) how student identity will be authenticated.

### 3. Grades

#### a. Grades used to calculate the GPA

Instructors will grade undergraduate courses based on the following letter (and point) system:

Grade	Point Per	Evaluation of
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Fair
C-	1.7	
D+	1.3	
D	1.00	Poor
D-	0.7	
F	0.00	Fail

#### b. Grades not used to calculate the GPA

Satisfactory/Unsatisfactory. The S/U grade designation is determined by the faculty; it is not a student-determined option. This grade designation is available only for courses that have been approved as such by the Senate Curricula and Courses Committee. Instructors assign a grade of ‘S’ to represent satisfactory work or ‘U’ to represent unsatisfactory work to students. These courses may or may not award credit, but in neither case will grade points be awarded. No course used for fulfillment of the general education requirements may be assigned an S/U grade.

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 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 seeking to put a course on Pass-Fail after the eleventh week of the semester must get approval from the student’s advisor and from 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.

During the semester the student completes the course and is graded in the usual way by the instructor; and the instructor submits a letter grade (per 3a, above). This letter grade is translated into a 'P' ('D-' or above) or remains an 'F.' In neither event will a course taken under the Pass-Fail option be included in the computation of the semester or cumulative grade point average, but a grade below 'C' makes the student ineligible for Dean's List. The individual schools and colleges have the privilege of adopting the Pass-Fail option with or without supplementary restrictions. Students are referred to the detailed statements of the various schools in the University Catalog for such restrictions.

Non-Credit Course Grades. In all non-credit courses, student grades shall be reported as 'P' for passed or 'F' for failed.

Audit Option. A student auditing a course will receive 'AUD' on the grade report (see II.B.6, *Auditing Courses without Credit*).

#### 4. *Temporary Grades*

Temporary grades signify that credit has not been earned in that course and may subject the student to scholastic probation or dismissal. Temporary grades shall not prevent the calculation of either the semester or the cumulative grade point average.

##### a. *Temporary Grades Related to Incomplete Work*

An instructor may assign a temporary grade for a course when student work is not completed within the semester.

Temporary Grade	Conditions for Assigning a Temporary Grade
N No basis for grade	A student has completed few or no assessments and no make-up schedule has been agreed upon with the instructor; the instructor has no basis for a grade.
I Incomplete Work	A student has not completed all of the assessments but work completed is of passing quality and a make-up schedule has been agreed upon with the instructor.
X Final assessment absence	A student did not submit a final assessment and might by means of a satisfactory performance on the assessment complete the course with a passing grade. If in the opinion of the instructor such a student would fail the course regardless of the result of the assessment, the student shall be given a grade of F. Procedures for rescheduling final assessments are described in II.E.12, <i>Examinations and Assessments</i> .

The student must complete all outstanding work on a schedule determined by the instructor, and by the end of the third week of the following semester. Exception to this deadline is made by the Dean of Students or designee with the consent of the Instructor.

Once the student submits the outstanding work or completes the final assessment, the instructor must submit a change of grade within 10 working days.

If the student does not submit outstanding work by the agreed-upon deadline and has not been granted an exception, the instructor will calculate the student's grade based on work completed for the course.

Passing grades will replace temporary grades on the transcript. For students who do not complete the missing work and therefore fail the course, the temporary grade will be retained on the transcript and followed by 'F.'

*b. Temporary Grades Related to Course Scheduling*

An instructor should assign a temporary grade of "Y" to students enrolled in a course that extends beyond the standard semester schedule. The "Y" is intended as a placeholder until the course is complete, at which time the instructor will replace the "Y" grade with a permanent grade. If a student has work outstanding, the "Y" grade should be changed to a temporary grade that reflects the type of work outstanding (see section 4a).

*5. Reporting Grades*

Semester grades shall be reported to the Registrar as soon as possible after the completion of the final assessment, and in no case later than 72 hours after the end of the final assessment period. Exceptions to this deadline may be made by the Provost or designee. Except in the case of non-semester related courses (Y courses), a regular grade may be assigned in the place of the temporary grade only by standard grade-change procedures.

*6. Mid-Semester and Semester Reports*

Mid-Semester Report. Instructors of 1000- and 2000-level courses shall notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning less than a 'C', or 'U' or 'N' grades. The Registrar will inform the students. The mid-semester report grade information is not part of the student's permanent file.

Semester Report. The Registrar provides to the student a semester report, which includes all courses for which the student is registered, the credit value of each course, and the student's grade in each course.

### *7. Changes of Course Grades*

Grades are part of the student's permanent record; they should never be changed for reasons unrelated to course requirements or quality of work. Once the grade in the course has been submitted, an instructor may neither accept additional work nor give additional examinations.

Instructors should change grades for the following reasons: a computational error, clerical error, and the discovery of overlooked components in a student's body of work. In cases when the instructor concludes that a course grade ought to be changed, the instructor determines a corrected grade and initiates the grade change process. The head of the department or program offering the course and the dean of the school or college in which the course is taught will be notified of a grade change to ensure consistency with the By-Laws.

### *8. Appeals of Assigned Course Grades*

The policy deadlines herein may be extended, depending on the current level of the appeal, by the dean/dean's designee or the Faculty Grade Change Review Committee (FGCRC, defined below) due to extenuating circumstances on the part of the student or the instructor.

In a non-departmentalized school or college, the dean or the dean's designee will serve in the role outlined for the department head. For INTD courses, the department head of the lead instructor of the course and the corresponding dean or dean's designee will serve the roles outline for department heads and deans and their designees. For UNIV courses, the UICC chair will function in place of the department head, and further appeals will directed to the Vice-Provost for Academic Affairs, who will act in place of a dean.

All steps in this process taken by the student, instructor, department head, and the FGCRC must be in writing.

#### Grade Appeal Procedure

If a student believes that an assigned course grade is in error, the student has ten (10) working days from the posting of the grade or the last day grades are to be posted, whichever is later, to ask the instructor to review the grade. Allowable reasons for a grade change request are defined in current By-Laws (E.7) and comprise "...computational errors, clerical errors, and the discovery of overlooked components in a student's body of work."

If the Instructor does not respond to the student within five (5) working days (or sooner if extenuating circumstances merit a more expedited review), the student should contact the department head in which the course is offered.

If the instructor agrees that a grade change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

If the instructor notifies the student that the original grade is correct, the student has ten (10) working days to appeal the decision to the head of the department in which the course is offered. The department head will seek input from the instructor and the student to determine the merits of the grade appeal and provide a decision within ten (10) working days from date of the appeal.

If after this review, the instructor and the department head agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the registrar.

If the instructor and the department agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has ten (10) working days to request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee Panel (see below).

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, within ten (10) working days, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee.

#### Faculty Grade Change Review Committee

Each school or college shall appoint a standing Faculty Grade Change Review Committee (FGCRC) composed of a minimum of three full-time faculty members or assign the responsibilities of grade appeals to a standing committee within the school or college. If, due to exigency, a grade appeal must be resolved and the standing committee is not available, the dean or the dean's designee of the school or college will convene an *ad hoc* FGCRC of three full-time faculty members to hear the appeal.

The FGCRC should perform an administrative review to determine if there are sufficient grounds to proceed with an appeal hearing. If so, the FGCRC shall schedule a hearing within ten (10) working days of notification of a case. Both the student appealing the grade and the course instructor must be present, either in person or via electronic communication, at the hearing. The student will speak first and state the grounds for the grade appeal, followed by the instructor's response. Both parties must present supporting evidence related to the grade appeal

and/or may request testimony of others. The FGCRC may request input from the department head.

If the FGCRC agrees (by a majority vote) that a grade change is warranted, the FGCRC chair will send a grade change notification to the registrar. If, however, the FGCRC does not agree that a grade change is warranted, the instructor's grade stands. The FGCRC's decision shall be considered final. The FGCRC will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within ten (10) days of the decision.

#### 9. *Class Attendance*

The faculties of the University consider attendance at classes a privilege which is extended to students when they are admitted to the University and for as long as they are in good standing. The Instructor concerned is given full and final authority (except in the case of final examinations) to decide whether or not a student is permitted to make up work missed by absence and on what terms.

Instructors are expected to turn in grades which indicate the extent to which the student has mastered the work of the course. In some courses, the demonstration of mastery may depend in part on classroom activity (e.g., oral recitation or discussion or laboratory work). In such courses, absences may affect the student's accomplishments and so be reflected in grading; however, grades are not to be reduced merely because of a student's absences as such. In all courses instructors are expected to indicate at the beginning of the semester how they will determine the student's grades.

As an exception to the general rule concerning absences, if a student does not attend any of the classes or laboratories of a course during the first two weeks of the semester and does not notify the Dean of Students Office or designee of the reasons for his or her absence, the instructor may assign his or her seat to another student. Such non-attendees may, after the second week, request to continue in the course on the same basis as a student not registered for the course.

If space is not available for such a non-attendee, the student must drop the course by the regular procedure or run the risk of being assigned a failing grade (See II.B.10, *Adding or Dropping Courses*, paragraph 7).

In the event that the University is closed due to inclement weather or other emergency on a regularly scheduled class day, instructors are expected to make reasonable attempts to complete all stated course learning objectives by the last day of classes. Approaches that an instructor may use to ensure the completion of all stated course learning objectives include, but are not limited to:

- a. Scheduling class make up on the "Emergency Closing Make Up Date(s)" designated by the Registrar's Office in the University Calendar.
- b. Scheduling class make up at other times

- c. Extending class times
- d. Using educational technology and other not in-person alternatives.

In all situations in which stated course objectives would be completed outside of the regularly scheduled class time, it is essential that instructors should be sensitive to students' inability to attend these alternative class times due to unavoidable conflicts such as, but not limited to, religious observances and other previously scheduled University obligations. Reasonable accommodation should be offered to students with such conflicts.

## 10. *Examinations and Assessments*

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course.

### 1. Assessments during the Semester or Term

During the semester or term, assessments shall be held only during regularly scheduled class periods. If instructors, due to exceptional circumstances, believe they need instructors seeking permission to hold assessments outside of regularly scheduled class periods, they must seek approval from the Vice-Provost for Academic Affairs prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes and be clearly states the date and time of the assessment on the syllabus. Classes using the Test Center for assessments that extend beyond regular class times do not require special permission, provided that the extended exam period includes the window for the scheduled class, and that any student with conflicts can be assured of access to the examination within that window. Decisions regarding possible make-up assessments during the semester due to student absences shall be the prerogative of the instructor. Final in-class examinations may not be given during the last week of classes. Other types of assessments (for example, but not only, portfolios, performances, projects, presentations, etc.) may be due in the last week of classes, but should be clearly delineated on the syllabus from the first week of classes.

### 2. Assessment during the Final Assessment Period

The format of assessments during finals week remains at the discretion of the instructor, including whether to assign a final assessment or not. In the event an instructor chooses not to schedule a final assessment, they must notify the Registrar to allow rescheduling of the classroom. During the final assessment period, instructors may have other types of assessments due, but only if they are clearly delineated on the syllabus from the first week of classes.

Instructors are required to administer final course assessments in the places and at the days and times scheduled by the Registrar; these will not necessarily be identical to those at which the class normally meets. Instructors seeking a final assessment period greater than two hours must seek approval from their department head and dean or

designee prior to the start of registration; sections of courses for which such exception has been granted shall carry a footnote that specifies the time-extension for the final assessments in the published Schedule of Classes, and be clearly stated clearly states the date and time on the syllabus. For online final assessments, although faculty may choose to make assessments available for an extended period of time, students must be allowed the opportunity to take the assessments during the time scheduled by the University.

A student whose final assessment schedule includes four assessments in two consecutive calendar days, three assessments in one calendar day, or three assessments in consecutive time blocks spanning parts of two consecutive days may request a note of permission from the Dean of Students Office to reschedule one exam. The Dean of Students Office will determine which of the bunched assessments may be rescheduled. The student must present the Dean of Students Office note of permission to reschedule the final assessment to the instructor of the course.

A student who is prevented by extenuating circumstances from completing a scheduled final assessment must apply to the Dean of Students Office for validation that will authorize the student's instructor to give a substitute assessment. A student whose absence is excused by the Dean of Students Office or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused by the Dean of Students Office may receive a failure for this assessment.

#### 11. *Cheating - Student Academic Misconduct*

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

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

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

When an instructor believes there is sufficient information to demonstrate a case of academic misconduct, he or she shall notify the student in writing of the allegation of misconduct and the academic consequences that the instructor will impose. The appropriate academic consequence for serious offenses is generally considered to be failure in the



course. For offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit. The written notification shall also inform the student whether the case has been referred to the Academic Integrity Hearing Board (Board) for consideration of additional sanctions. The instructor shall send the written notification to the student with a copy to the Office of Community Standards within five business days of having discovered the alleged misconduct. At the Regional Campuses, a copy shall be sent to the Office of Student Affairs (Regional Campus Student Affairs). Cases that are purely technical in nature, without any perceived intent to achieve academic advantage, may be reported at the discretion of the instructor.

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

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

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

### **The Academic Integrity Hearing Board**

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

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

### **Hearing on Academic Misconduct**

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

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

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

### **Hearing Appeal**

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

1. An appeal may be sought on three grounds:
  - a. On a claim of error in the hearing procedure that substantially affected the decision.
  - b. On a claim of new evidence or information material to the case that was not known at the time of the hearing.
  - c. To determine whether any additional sanction(s) (not including academic consequences) imposed by the Board were appropriate for the violation of *The Student Code* based in the student’s conduct history and/or significance of the violation.
2. Appeals on such grounds may be presented, specifically described, in writing within five business days of the announcement of the Board’s decision.

3. The decision of the Provost or his/her designee is final. There will be no further right of appeal.

4. The Provost or his/her designee shall have the authority to dismiss an appeal not sought on proper grounds.

If an appeal is upheld, the Provost shall refer the case with procedural specifications back to the original Hearing Body who shall reconsider the case accordingly.

12. *Suspension or Expulsion*

Suspension or expulsion may be incurred as a result of unsatisfactory conduct. Both suspension (temporary separation from the institution) and expulsion (permanent separation from the institution) entail non-residence on the University campus. No student who has been expelled shall receive an honorable dismissal and no student who has been suspended shall receive an honorable dismissal during the period of his suspension.

13. *Scholastic Probation and Dismissal*

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

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

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

- a. Students who have earned 0-11 credits (considered to be 1<sup>st</sup> semester standing) and who have earned less than a 1.8 semester grade point average.
- b. Students who have earned 12-23 credits (considered to be 2<sup>nd</sup> semester standing) and who have earned less than a 1.8 semester grade point average.
- c. Students who have earned 24 credits or more (considered to be 3<sup>rd</sup> semester or higher) and who have earned less than a 2.0 semester grade point average or cumulative grade point average.
- d. Any student placed on academic probation because of a cumulative grade point average less than 2.0 shall be removed from probation when the cumulative grade point average reaches 2.0 or above.

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

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

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

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

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

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

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

Students who have been dismissed may, during a later semester, request an evaluation for readmission to the University. Students wishing to apply for readmission, whether at Storrs or a regional campus, must do so through the Dean of Students Office who will convene a readmission board including the deans' designees. Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. In their first regular semester after readmission, dismissed students will be on scholastic probation and may be subjected by the Vice Provost for Academic Affairs to other conditions for their continuance. Students who have left the University for a reason other than academic dismissal are readmitted under the same scholastic standing status as achieved at the time of their separation from the University.

Students who are dismissed from the University for the first time may, upon approval, matriculate no sooner than two semesters following dismissal. Students who are dismissed from the University for the second time may, upon approval, matriculate no sooner than

eight semesters following dismissal. No student will be readmitted to the University after a third dismissal. Readmitted students will remain on scholastic probation until both their semester and cumulative GPA are 2.0 or above. Students will follow the catalog requirements for the semester of their readmission.

## F. Scholastic Honors

The purpose of the University in formulating the regulations concerning scholastic honors is to stimulate its more promising students to a full use of their powers by offering them special opportunities for study, to make them ambitious to master their chosen field of knowledge and to accord suitable recognition to those who show true scholarship.

### 1. *Dean's List*

Semi-annually the deans of the various schools and colleges shall issue a list of those full-time degree-seeking students who for the previous semester (a) were registered for at least twelve calculable credits, (b) received no mark below 'C' nor received a 'U' in any course, (c) earned at least a 3.0 semester grade point average, and (d) were in the upper quartile of their respective school or college.

Annually, at the conclusion of the Spring semester, the deans of the various schools and colleges shall issue a list of those degree-seeking students who did not attain full-time status at any time during the previous 12 months, but who, during this 12 month period (including summer and intersession sessions) (a) were registered for a total of at least twelve calculable credits, (b) received no mark below 'C' nor received a 'U' in any course, (c) earned at least a 3.0 grade point average, and (d) were in the upper quartile of their respective school or college based on the Spring data. [note: These students will receive the distinction: "Dean's List (Part-time)".]

### 2. *General Graduation Honors*

Members of the graduating class are eligible for Honors based on their complete academic record at the University of Connecticut. General Scholastic Honors will be awarded on the basis of the combined cumulative grade point averages of the highest-ranking seniors in each school or college.

To be eligible for general honors seniors must have 54 calculable credits at the University of Connecticut. Those seniors whose combined grade point average is at least 3.0 and falls in the 75th percentile or above in their respective school or college will graduate cum laude; seniors whose combined grade point average is at least 3.4 and falls in the 85th percentile or above in their respective school or college will graduate magna cum laude; seniors whose combined grade point average is at least 3.7 and falls in the 95th percentile or above will graduate summa cum laude.

General graduation honors for students meeting requirements at the conclusion of the summer sessions or the fall semester will be based on the grade point average cut-off points used for the previous spring semester to establish class rank in each school or college.

3. *University Scholars*

- a. The University Scholar Oversight and Selection Committee, appointed by the Honors Board of Associate Directors is authorized to select as University Scholars no more than thirty in any one year of the most promising undergraduate students. These students will be granted significant curricular freedom in order that they may develop a program of study, including a substantial research or creative project, which will have personal and academic merit.
- b. To be eligible for this program, students should have completed at least 54 credits towards a degree at the University of Connecticut and show high levels of academic success. The application and selection processes are determined by the University Scholar Oversight and Selection Committee in consultation with the Honors Board of Associate Directors.
- c. Each University Scholar shall assemble an Advisory Committee of three full time faculty members to include at least one tenured or tenure-track faculty member with representation from the student's major(s), one of whom will be designated Chair. At the end of the senior year, the University Scholar Oversight and Selection Committee following the recommendation of the University Scholar's Advisory Committee shall certify to the Registrar that the student is entitled to the bachelor's degree.
- d. The following privileges will be granted these Scholars:
  1. The waiving of fees and charges or the assignment of a stipend, the amount and duration to be set by the Provost or designee.
  2. The removal of the limitation of credit-load in a semester.
  3. The waiving of maximum credit to be taken in special topics, variable topics and independent study courses in a department.
  4. Permission to take courses numbered 5000 and above.
  5. If accepted into a University of Connecticut graduate program, permission to enroll concurrently in undergraduate and graduate degree programs.
  6. Access to courses outside the student's school or college.
  7. The waiving of all further ordinary requirements for a degree, after completion of requirements prescribed to the time of entry into the program.

4. *Honors Program*

- a. The Senate Committee on Scholastic Standards is authorized to conduct an Honors Program as a regular part of the instructional program of the University and to delegate such authority as it may deem necessary to the Honors Board of Associate Directors to administer this program. Changes in the Senate regulations required by the Honors Program shall be submitted to the Senate for action through the Committee on Scholastic Standards. Schools, colleges, and departments involved shall be consulted by the Honors Board of Associate Directors on all matters touching their interests. For the current regulations governing the Honors Program see the minutes of the University Senate.
- b. The Honors Board of Associate Directors shall report to the Senate annually through the Committee on Scholastic Standards on the progress of the Honors Program.

5. *Education Abroad*

The Senate Scholastic Standards Committee delegates direct oversight for the approval process for UConn-sponsored credit-bearing and other academically designed Education Abroad courses and programs to the Vice President for Global Affairs under the following conditions. UConn sponsored credit-bearing and other academically designed Education Abroad programs and courses must first meet the academic standards and approval of the University's schools and colleges. After the approval of the relevant schools and colleges, the Education Abroad Advisory Committee (EAAC) will evaluate the course or program and make a recommendation to the Vice President for Global Affairs. The Vice President for Global Affairs can only reject or postpone a course or program for financial, liability, operational, or safety reasons.

Directed by the Vice President for Global Affairs or their designee, the EAAC shall maintain by-laws outlining the review and recommendation process for all UConn-sponsored credit-bearing and other educationally designed programs and courses. EAAC by-laws, and any changes to them, must be approved by the Senate Scholastic Standards Committee.

The Vice President for Global Affairs or designee shall report to the Senate Scholastic Standards Committee annually concerning these programs and courses.

**G. Eligibility for Participation in Collegiate Activities**

1. *NCAA Competitions*

The following categories of students may be eligible to participate in NCAA competition: a) Full-time students who are registered in a baccalaureate degree program, or b) Full-time graduate students who have obtained a baccalaureate and who have eligibility remaining.

The rules of the athletic conferences in which the University has membership and the National Collegiate Athletic Association shall apply as minimum standards governing eligibility for intercollegiate competitions.

2. *Non-NCAA Competitions and Intramural Activities*

Ordinarily all matriculated students are eligible to participate in non-NCAA competitions and intramural activities. The decision as to whether or not non-degree students shall participate in such activities is left to those in charge of activities.

## H. University Calendar

The Academic calendar will be set by the University Registrar according to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King, Jr Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days. Reading Days are protected time for students to prepare for the final exam and assessment period. Instructors shall not require any course-related activity, assessment, or submission of work on Reading Days. Instructors may use Reading Days for optional activities, such as office hours.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

2. The general class schedule will be as shown in the file copy.
3. **Fall Semesters** will adhere to the following principles:
  - a. Classes shall begin on the Monday preceding Labor Day.
  - b. Residence Halls shall open no later than the weekend before classes start.
  - c. Classes shall not meet on Labor Day.
  - d. Classes shall not meet on the week of Thanksgiving.
  - e. No regularly scheduled final examinations shall be held on the first Thursday of final examination week, which shall be known as a Reading Day.
4. **Spring Semesters** will adhere to the following principles:
  - a. Spring semester classes shall begin on the Tuesday after Martin Luther King, Jr. Day.



- b. Residence halls shall open no later than the weekend before classes start.
- c. A one-week spring break shall take place after 8 weeks of classes, counting the week with Martin Luther King Day as the first week.
- d. Commencement cannot occur at a time when a final assessment is given.

**I. Metanoia**

From time to time during the academic year, a day may be devoted to intensive discussion of topics of great concern to the University community. The term "metanoia" is used to refer to those occasions.

There is a "right to Metanoia" which a group or groups within the University community might invoke on not more than one day per month. Regularly scheduled classes are held on Metanoia Day. In order to allow for the maximum possible participation panels, workshops, speakers, and other Metanoia activities should ordinarily be scheduled at times when most students are not in class.

Any group within the University community that wishes to have a topic considered for a Metanoia should request a meeting of the Administrative, Faculty, and Student members of the TAFS Committee by notifying the President of the University or the Chairman of the Senate Executive Committee. The Administrative, Faculty, and Student members of the TAFS Committee would have the authority to determine whether or not there is to be a Metanoia Day. The task of planning a Metanoia Day Program would be assigned to an ad hoc committee of faculty and students specifically chosen for the occasion by the authorizing body. The authorizing body would designate one faculty and one student member of this ad hoc committee to be co-chairpersons.