

University Senate Meeting
February 3, 2025
Student Union, Room 304 (hybrid via WebEx)

Moderator **Siegle** called the meeting to order at 4:02 p.m.

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

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

1. Approval of Minutes

The minutes of the December 2, 2024 Meeting of the University Senate were approved as distributed.

2. Report of the President

Presented by President Maric

President Maric opened their report by highlighting some of the priorities of the current federal administration in artificial intelligence, quantum and advanced manufacturing, 5G and biomedical. They also cited several recent grant proposals being submitted within these areas, and acknowledged the work of BPIR and Vice President for Research Pamir Alpay. A quantum proposal for \$160 million was cited in particular as the largest proposal submitted in the history of the university. President Maric also highlighted the record number of applications to UConn as great news that UConn is in demand, and this is because of the commitment we have towards our students. President Maric also shared that the Governor will announce his budget on Wednesday, highlighting that the budget is a process through the beginning of June, and that they will be presenting during a legislative session on February 19th about the university’s budget, needs, contributions to the community and what the strength of UConn means for the state of Connecticut.

President Maric then opened the floor to Kevin Kelly, lobbyist for Washington D.C. Kevin Kelly answered questions from Senators regarding recent actions in Washington and how they might impact UConn.

Moderator **Siegle** thanked President Maric for their report asked if there were any questions. A question was raised regarding potential impacts of the political climate on the Strategic Plan, and President Maric stated that the focus of the Strategic Plan is on student success, and increasing research dollars, and both of these focuses will remain firm. President Maric added that communication on what UConn does for our community will also be closely tied to this work, and conversations around the budget, so that it is well understood that there is no Connecticut without UConn.

Moderator **Siegle** thanked President **Maric** for their report and for answering questions from senators.

3. **Report of the Senate Executive Committee**

Presented by Senate Executive Committee Chair Laura Burton

Senator Burton summarized the recent work of the SEC, as well as specific meetings that have been place between the SEC and Senior Administrators. Senator Burton also shared that Senate elections are ongoing, and encouraged Senators to participate in the vote. Senator **Siegle** asked if there are any questions and a question was raised regarding the Stamford ballot. Senate Administrator Michelle Everard shared that feedback is welcomed via email to ensure clarity and accuracy.

Moderator **Siegle** thanked Senator **Burton** for their presentation.

4. **Consent Agenda Items:**

Attachment #1

C & C Report

By voice vote, the consent agenda passed.

5. **CCC+ Ombuds By-Law Change Proposal**

Attachment #2

Presented by CCC+ Chair Pamela Bedore

Chairperson Bedore shared the proposed By-Law changes for discussion, and discussion and/or suggestions followed. These proposed changes were also presented at the December 2, 2024 University Senate Meeting.

A motion to amend the Reserve Caps (Section II.C.2.c) section language was proposed by Senator Grande and seconded by Senator MacDougald. The amendment passed by electronic vote 43 YAY, 17 NAY, 6 ABSTAIN.

The Omnibus Motion passed as amended by electronic vote: 65 YAY, 3 NAY, 4 ABSTAIN.

Moderator **Siegle** called for New Business.

6. Motion to Change By-Laws, Rules & Regulations of the University Senate, Article II. H. Academic Calendar

Attachment #3

Presented by Senate Scholastic Standards Committee Co-Chairs Karen Bresciano and Jamie Kleinman

Co-Chairs **Bresciano** and **Kleinman** presented a PowerPoint presentation regarding the proposed By-Law changes. These proposed changes were also presented at the December 2, 2024 University Senate Meeting.

The motion passed by electronic vote: 68 YAY, 0 NAY, 1 ABSTAIN

7. The Graduate School Report

Presented by Vice Provost and Dean of The Graduate School, Leslie Shor

Vice Provost Leslie **Shor** shared a presentation summarizing enrollment trends by program level (Master's, Doctoral and Graduate Certificate programs), and demographics, sharing particular increases in the School of Nursing and the School of Social Work Master's programs. In terms of program completions, trends are increasing for most demographics, but are showing a 25% decline for international students. Vice Provost **Shor** also reviewed the work that The Graduate School staff do to support faculty, staff and students as well as the key leaders in specific areas. The presentation also summarized recent initiatives, highlighting the "Timely Topics" sessions, Mentoring program, Emergency Loans program, and Graduate student Fellowships.

Moderator **Siegle** thanked Vice Provost **Shor** for their report and asked if there were any questions. A question was raised regarding where information can be found on the new Fellowships and Vice Provost **Shor** stated that each school/college had a certain number of candidates they could put forward, and that it's up to the schools/colleges on how to advertise and how to select recipients. A follow-up question was raised regarding GE fellowships. Vice Provost **Shor** shared that that fellowship was offered as a one-time gift from a company that has now left the state. Another question was raised regarding the source of growth in interdisciplinary degree programs, and Vice Provost **Shor** responded that some of that is the data

science program that is housed within The Graduate School, as well as growth in the Engineering Education PhD, which is a partnership program between Neag and the College of Engineering. They also stated that they see interdisciplinary education as a great strategy for being agile in the times of spooling resources and connecting with what students are looking for in a degree program. A question was asked how many graduate students stay in the state, and how The Graduate School engages with the Foundation to support programs. Vice Provost **Shor** shared that data regarding post-graduation is not tracked by The Graduate School, though some programs do have these figures, it is not consistent. Regarding the Foundation, Vice Provost **Shor** shared that they would continue advocating for graduate education as a great investment for donations. A senator shared surprise that application fees are not shared with The Graduate School with regards to funding and asked about the backlog in The Graduate School with respect to processes associated with approving degrees, course plans, etc., which has been a challenge for many students. Vice Provost **Shor** shared that their office is working with the Registrar's Office to get all graduate programs codified into Student Admin by August of this year, so that degree conferral will no longer be a manual process. Provost **D'Alleva** asked the Senate to recognize Reka Wrynn to address some of the budgetary issues that have been raised around The Graduate School. Reka **Wrynn** stated that application fees are collected centrally and utilized to fund the permanent two ledger budget of The Graduate School. A question was raised whether the Graduate School has any plans or resources to advertise or design new revenue generating programs. Vice Provost **Shor** stated that The Graduate School is working to help programs through the slate system, which is a customer relations management platform that can be used to create drip campaigns, and other automated approaches that will communicate with students as soon as they express interest, highlighting that there was a Timely Topics session on this in December.

8. Undergraduate Education & Instruction (UEI) Report, Part 2 Attachment #4
Presented by Vice Provost for Academic Affairs, Gladis Kersaint

With consent of the presenter and the Senate, Moderator **Siegle** tabled this presentation to the next Senate meeting due to time constraints.

9. New Business

There was no new business.

10. Adjournment

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

Senator **Armstrong** seconded.

Motion passed unanimously.

The meeting was adjourned at 5:57 p.m.

Respectfully Submitted,

Michelle Everard

University Senate Administrator

SENATE EXECUTIVE COMMITTEE

Laura Burton, Chair

Maureen Armstrong

Bob Day

Sandy Grande

Karima Hamada

Michael Morrell

Del Siegle

Karen Bresciano

Jennifer Dineen

Bryan Greene

Joe MacDougald

Morty Ortega

Lorien Touponse

1 additional Graduate Student SEC Representative to be added

University Senate Curricula and Courses Committee
Report to the Senate
February 3, 2025

I. New 1000- or 2000-Level Courses

1. AHNR 1001 Career Exploration for CAHNR Fellows (#29556)
Proposed Course Catalog
AHNR 1001. Career Exploration for CAHNR Fellows (1 Credit)
An introduction to career exploration tools, majors within CAHNR, and careers in agriculture, nutrition, natural resources, and human health.

2. AHNR 1002 CAHNR Careers Essential Skills
Proposed Course Catalog
AHNR 1002. CAHNR Careers Essential Skills (1 Credit)
Allows students to explore their career aspirations, develop essential skills, and integrate the idea of community into their career objectives. Tools and methodologies necessary to investigate various aspects of careers in agriculture, food, natural resources, and human health within the context of community engagement.

3. ME 1100 Technical Communication for Engineers (#28476)
Proposed Course Catalog
ME 1100. Technical Communication for Engineers (3 Credits)
Focus on both oral and written technical communication skills. Technical written communication topics include resumes, cover letters, business letters, memos, emails, and technical reports. Technical oral communication topics include technical presentations, interpersonal communication in diverse workplaces, and meeting management. Students will learn how to understand and share technical concepts with a diverse audience, with a particular focus on disseminating technical information to a lay audience.

4. ME 2232 Engineering Thermodynamics (#28475)
Proposed Course Catalog
ME 2232. Engineering Thermodynamics (4 credits)
The laws of thermodynamics and their application to optimizing performance of thermodynamic systems. Key topics include energy transfer by heat and work, the first and second laws of thermodynamics, thermodynamic properties of pure substances, ideal gases, and gas mixtures. These principles are applied to analyze and evaluate the performance and energy efficiency of ideal and real processes in thermodynamic systems.
Enrollment Requirements: CHEM 1127Q or both CHEM 1124Q and CHEM 1125Q; PHYS 1230 or PHYS 1401Q or PHYS 1501Q or PHYS 1601Q; MATH 2110Q, which may be taken concurrently. May not be taken for credit after passing ME 2233 or ME 2234.

5. PLSC 1000 Plant Appreciation (#27593)

Proposed Course Catalog

PLSC 1000. Plant Appreciation. (3 Credits)

An introductory exploration of humans' multi-faceted and essential relationship with plants. Examination of biology, ecology, cultivation, utility in design, and use in food, medicine, and recreation.

6. POLS 1301 Career Development for Political Science Majors (#28547)

Proposed Course Catalog

POLS 1301. Career Development for Political Science Majors. (1 Credit)

Introduction to potential careers for political science majors, the steps that professionals working in those careers took to gain employment, and the skills that professionals developed to excel in those careers.

7. POLS 1396 Introduction to Research in Political Science (#27492)

Proposed Course Catalog

POLS 1396. Introduction to Research in Political Science. (1 Credit)

The process, objectives, and methods of research in political science.

II. Revised 1000- or 2000-Level Courses

1. CHEG 2201 Chemical Engineering Professional Skills I (#29033) [Revise prereqs]

Current Course Catalog

CHEG 2201. Chemical Engineering Professional Skills I. (1 Credit)

Professional skills necessary to succeed in the chemical engineering industry: written and oral technical communication; working on diverse and inclusive teams. The complexity of these skills will build over CHEG 2201, 3201, and 4101.

Enrollment Requirements: CHEM 1128Q, or CHEM 1125Q and 1126Q; MATH 1132Q; open only to Chemical Engineering students.

Proposed Course Catalog

CHEG 2201. Chemical Engineering Professional Skills I. (1 Credit)

Professional skills necessary to succeed in the chemical engineering industry: written and oral technical communication; working on diverse and inclusive teams. The complexity of these skills will build over CHEG 2201, 3201, and 4101.

Enrollment Requirements: CHEM 1128Q or CHEM 1148Q or CHEM 1125Q and 1126Q; MATH 1132Q; open only to Chemical Engineering students.

2. CLCS 1101 Classics of World Literature I (#27272) [Revise title and description]

Current Course Catalog

CLCS 1101. Classics of World Literature I (3 Credits)

Introduction to classics of world literature. Comparative approach to canonical works of Asia, Africa, the Middle East, and Latin America, as well as Europe, from antiquity to the early modern period (1600).

CA 1. CA 4-INT. Content Areas: CA1: Arts & Humanities, CA4INT: Div & Multi Intl
 Topics of Inquiry: TOI1: Creativity: Des,Expr,Inn, TOI2: Cultural Dimen Human Exp

Proposed Course Catalog

CLCS 1101. World Literature I (3 Credits)

Introduction to world literature. Comparative approach to representative works of Africa, Asia, the Mediterranean, the Middle East, the Americas, and Europe, from the earliest written sources to 1600. Taught in English.

Content Areas: CA1: Arts & Humanities, CA4INT: Div & Multi Intl

Topics of Inquiry: TOI1: Creativity: Des,Expr,Inn, TOI2: Cultural Dimen Human Exp

3. CLCS 1102 Classics of World Literature II (#27273) [Revise title and description; already approved for TOIs]

Current Catalog Copy

CLCS 1102. Classics of World Literature II (3 credits)

An introduction to Classics of World Literature. A comparative approach to representative works of culture of Europe, the Americas, Africa, the Middle East, and Asia, from the Renaissance (1600) to the present. CA 1. CA 4-INT.

Revised Catalog Copy

CLCS 1102. World Literature II (3 credits)

Introduction to World Literature. Comparative approach to representative works of Africa, Asia, the Mediterranean, the Middle East, the Americas, and Europe, from 1600 to the present. CA 1. CA 4-INT. Taught in English.

Content Areas: CA1: Arts & Humanities, CA4INT: Div & Multi Intl

Topics of Inquiry: TOI1: Creativity: Des,Expr,Inn, TOI3

4. CSE 2102 Introduction to Software Engineering (#29175) [Revise prereqs]

Current Course Catalog

CSE 2102. Introduction to Software Engineering (3 Credits)

Software engineering concepts including the software life cycle and other software-development process models. Specification techniques, design methodologies, performance analysis, and verification techniques. Team-oriented software design and development, and project management techniques. Use of appropriate design and debugging tools for a modern programming language. Homework and laboratory projects that emphasize design and the use/features of a modern programming language.

Enrollment Requirements: CSE 2050 or 2100, and 2500 which may be taken concurrently.

Proposed Course Catalog

CSE 2102. Introduction to Software Engineering (3 Credits)

Software engineering concepts including the software life cycle and other software-development process models. Specification techniques, design methodologies, performance analysis, and

verification techniques. Team-oriented software design and development, and project management techniques. Use of appropriate design and debugging tools for a modern programming language. Homework and laboratory projects that emphasize design and the use/features of a modern programming language.

Enrollment Requirements: CSE 2050.

5. CSE 2301 Principles and Practice of Digital Logic Design (#29196) [Revise prereqs]

Current Course Catalog

CSE 2301. Principles and Practice of Digital Logic Design. (4 Credits)

Representation of digital information. Analysis, design, and evaluation of combinational and sequential logic circuits. Debugging techniques. Use of computer facilities for circuit simulation, CAD, and report preparation and presentation. Introduction to structure and operation of digital computers. Design projects. Written reports with revisions are required for each project.

Enrollment Requirements: CSE 1010 and high school physics or PHYS 1010Q or 1201Q or 1401Q or 1501Q or 1601Q. Not open for credit to students who have passed CSE 2300W.

Proposed Course Catalog

CSE 2301. Principles and Practice of Digital Logic Design. (4 Credits)

Representation of digital information. Analysis, design, and evaluation of combinational and sequential logic circuits. Debugging techniques. Use of computer facilities for circuit simulation, CAD, and report preparation and presentation. Introduction to structure and operation of digital computers. Design projects. Written reports with revisions are required for each project.

Enrollment Requirements: CSE 1010. Not open for credit to students who have passed CSE 2300W.

6. CSE 2600 Introduction to Data Science and Engineering (#29195) [Revise prereqs]

Current Course Catalog

CSE 2600. Introduction to Data Science and Engineering. (3 Credits)

Introduction to a broad selection of challenges and methodologies in working with big data.

Topics to be covered include fundamental data science lifecycle topics such as data acquisition, management, integration, visualization, modeling, analysis, prediction, as well as data security, data privacy and ethics.

Enrollment Requirements: CSE 2050. Not open for credit to students who have passed CSE 4095 when offered as "Introduction to Data Science and Engineering."

Proposed Course Catalog

CSE 2600. Introduction to Data Science and Engineering. (3 Credits)

Introduction to a broad selection of challenges and methodologies in working with big data.

Topics to be covered include fundamental data science lifecycle topics such as data acquisition, management, integration, visualization, modeling, analysis, prediction, as well as data security, data privacy and ethics.

Enrollment Requirements: CSE 1010. Not open for credit to students who have passed CSE 4820, CSE 5819, or CSE 4095 when offered as "Introduction to Data Science and Engineering."

7. DRAM 2141 Script Analysis (#27352) [Revise title and description]

Current Course Catalog

DRAM 2141. Script Analysis (3 Credits)

Introducing the basic script-analysis skills necessary for theatre practitioners; exploring texts from a production, rather than a literary, viewpoint. Through reading, discussion, exercises, and group projects students examine the ways that playwrights convey information.

Proposed Course Catalog

DRAM 2141. Script and Performance Analysis (3 Credits)

An exploration of how theatre and performance tell stories. Introduces foundational techniques for analyzing texts and preparing them for production and identifying and evaluating non-textual elements of performance.

Enrollment requirements: Open only to Dramatic Arts Majors, others by instructor consent.

8. MEM 2211 Introduction to Manufacturing Systems (#29032) [Revise Prereqs]

Current Course Catalog

MEM 2211. Introduction to Manufacturing Systems (3 Credits)

Fundamental engineering aspects of manufacturing. Students become familiar with common processes in manufacturing such as cutting, casting, and bending and are introduced to advanced techniques such as additive manufacturing. Overview of manufacturing operations management, production optimization, and the systems used in controlling manufacturing enterprises including the concepts of global competition, and manufacturing as a competitive weapon.

Enrollment Requirements: STAT 1000Q or 1100Q or 3025Q or 3345Q or 3375Q, or CE 2210 or 2251, or MATH 3160

Proposed Course Catalog

MEM 2211. Introduction to Manufacturing Systems. (3 Credits)

Fundamental engineering aspects of manufacturing. Students become familiar with common processes in manufacturing such as cutting, casting, and bending and are introduced to advanced techniques such as additive manufacturing. Overview of manufacturing operations management, production optimization, and the systems used in controlling manufacturing enterprises including the concepts of global competition, and manufacturing as a competitive weapon.

Enrollment Requirements: Prerequisite: STAT 1000Q, 1100, 3025Q or 3345Q or 3375Q, or CE 2210 or 2251, or MATH 3160, or ENGR 3400, any of which may also be taken concurrently

Grading Basis: Graded

9. POLS 3002 Classical and Medieval Political Theory (#28992) [Revise level and enrollment restrictions]

Current Course Catalog

POLS 3002. Classical and Medieval Political Theory. (3 Credits)

An examination of Greek, Roman and early Judeo-Christian political ideas and institutions, and their relevance to the present.

Enrollment Requirements: Open to juniors or higher.

Proposed Course Catalog

POLS 2002. Classical and Medieval Political Theory. (3 Credits)

An examination of Greek, Roman and early Judeo-Christian political ideas and institutions, and their relevance to the present.

Enrollment Requirements: Open to sophomores or higher.

10. POLS 3012 Modern Political Theory (#28993) [Revise level and enrollment restrictions]

Current Course Catalog

POLS 3012. Modern Political Theory. (3 Credits)

Major political doctrines of the modern period up through the end of the 19th century, and their influence upon political movements and institutions as they are reflected in the democratic and nondemocratic forms of government.

Enrollment Requirements: Open to juniors or higher.

Proposed Course Catalog

POLS 2012. Modern Political Theory. (3 Credits)

Major political doctrines of the modern period up through the end of the 19th century, and their influence upon political movements and institutions as they are reflected in the democratic and nondemocratic forms of government.

Enrollment Requirements: Open to sophomores or higher.

11. POLS 3017 Contemporary Political Theory (#28973) [Revise level and enrollment restrictions]

Current Course Catalog

POLS 3017. Contemporary Political Theory (3 Credits)

Major political writings from 1900 to the present.

Enrollment Requirements: Open to juniors or higher.

Proposed Course Catalog

POLS 2017. Transatlantic Contemporary Political Theory (3 Credits)

Major political writings from 1900 to the present.

Enrollment Requirements: Open to sophomores or higher.

12. POLS 3214 Comparative Social Policy (#27392) [Revise level]

Current Course Catalog

POLS 3214. Comparative Social Policy (3 Credits)

Institutional structures of modern welfare states, including systems of social insurance, healthcare, and education. Assessment of leading political explanations for their growth and cross-national differences among them.

Enrollment Requirements: POLS 1202 or 1207 or instructor consent; open to sophomores or higher.

Proposed Course Catalog

POLS 2214. Comparative Social Policy (3 Credits)

Institutional structures of modern welfare states, including systems of social insurance, healthcare, and education. Assessment of leading political explanations for their growth and cross-national differences among them.

Enrollment Requirements: POLS 1202 or 1207 or instructor consent; open to sophomores or higher.

13. POLS 3235 Latin American Politics (#27395) [Revise level and enrollment restrictions]

Current Course Catalog

POLS 3235. Latin American Politics (3 Credits)

Theories and institutions of Latin American politics, with emphasis on issues of stability and change.

Enrollment Requirements: Open to juniors or higher.

Proposed Course Catalog

POLS 2235. Latin American Politics (3 Credits)

Theories and institutions of Latin American politics, with emphasis on issues of stability and change.

Enrollment Requirements: Open to sophomores or higher.

14. POLS 3618 Politics of Inequality (#27373) [Revise level and enrollment restrictions]

Current Course Catalog

POLS 3618. Politics of Inequality. (3 Credits)

Relationship between democracy and inequality. Economic inequality and its causes, poverty, public opinion, inequalities in political voice and representation, public policy, the role of money in politics.

Enrollment Requirements: Open to juniors or higher.

Proposed Course Catalog

POLS 2618. Politics of Inequality. (3 Credits)

Relationship between democracy and inequality. Economic inequality and its causes, poverty, public opinion, inequalities in political voice and representation, public policy, the role of money in politics.

Enrollment Requirements: Open to sophomores or higher.

III. Revised INTD/UNIV Courses

1. INTD 3260 The Bible, the Holy Land, and History (#19785) [Revise designation]

Current Course Catalog

INTD 3260. The Bible, the Holy Land, and History (3 Credits)

The historical, literary, and archaeological investigation of the Old and New Testaments. CA 1.

Content Areas: CA1: Arts & Humanities

Topics of Inquiry: TOI1: Creativity: Des,Expr,Inn, TOI2: Cultural Dimen Human Exp

Proposed Course Catalog

HEJS 3260. The Bible, the Holy Land, and History (3 Credits)

The historical, literary, and archaeological investigation of the Old and New Testaments. CA 1.

Formerly offered as INTD 3260.

Content Areas: CA1: Arts & Humanities

Topics of Inquiry: TOI1: Creativity: Des,Expr,Inn, TOI2: Cultural Dimen Human Exp

IV. TRUCKs

1. PNB TRUCK

PNB 3255 PNB 3264W

PNB 3260 PNB 4297W

PNB 3700

2. SOCI TRUCK

SOCI/WGSS 3453 SOCI 2651W

SOCI 3453W SOCI 3971

SOCI 2501 SOCI 3971W

SOCI 2501W SOCI 5751

SOCI 2651

V. Common Curriculum Course “Direct Transitions”

1. ANTH 1001W Anthropology Through Film [CA1, CA4-I to TOI-2, TOI-3]
2. ANTH 1500 Great Discoveries in Archaeology [CA2, CA4INT to TOI-2, TOI-3]
3. ANTH 3401 World Religions [CA1, CA4INT to TOI-2, TOI-5]
4. BIOL 1107 Principles of Biology I [CA3LAB to TOI-6L]
5. DRAM 2135 History of Popular Theatre and Live Entertainment [CA1, CA4INT to TOI-2, TOI-3]
6. ECON 1101 Economics Through Film [CA2 to TOI-2, TOI-5]
7. ECON 1108 Game Theory in the Natural and Social Sciences [CA2 to TOI-5, TOI-6]
8. ECON 1201 Principles of Microeconomics [CA2 to TOI-5, TOI-6; INTENSIVE]
9. ECON 1202 Principles of Macroeconomics [CA2 to TOI-5, TOI-6; INTENSIVE]
10. ECON 2101/W Economic History of Europe [CA1, W to TOI-2, TOI-5, W]
11. ECON 2103 Honors Core: Deep Roots of Modern Societies [CA1 to TOI-2, TOI-5]
12. ECON 2467E Economics of the Oceans [EL to TOI-4, TOI-5]

13. ENGL 1616/W Major Works of English and American Literature [CA1, W to TOI-1, TOI-2, W]
14. ENGL/AMST 2274W Disability in American Literature and Culture [CA1, CA4, W to TOI-2, TOI-3, W]
15. FREN 1155 Literature and Sexuality (#27192) [New CA1, TOI-2, TOI-3]
16. GEOG 1700 World Regional Geography [CA2, CA4INT to TOI-2, TOI-3; INTENSIVE]
17. GEOG 2200 Introduction to Human Geography [CA2, CA4INT to TOI-2, TOI-3]
18. HDFS 3311 Parenthood and Parenting [CA2 to TOI-2, TOI-5]
19. HIST 2402/W Europe in the Twentieth Century [CA1, W to TOI-2, TOI-5, W]
20. HIST 2811 Early Modern India: From Muslim Rulers to British Raj [CA1, CA4INT to TOI-2, TOI-5]
21. HIST 2821 Early Modern China: From Mongols to Manchus [CA1, CA4INT to TOI-2]
22. HIST 3105 (2105) History through Film [CA1 to TOI-2, TOI-5]
23. HIST 3554 Immigrants and the Shaping of American History [CA1, CA4 to TOI-2, TOI-5]
24. HIST 3812 (2812) Modern India [CA1, CA4INT to TOI-2, TOI-5]
25. MAST 1200 Introduction to Maritime Culture [CA1 to TOI-1, TOI-2]
26. PHYS 1010Q Elements of Physics [CA3LAB, Q to TOI-3, TOI-6]
27. SOCI 2651/W Sociology of the Family [CA4 to TOI-5]
28. SOCI 3601/W Sociology of Gender [CA4, W to TOI-5, W]

VI. New Common Curriculum Courses

1. ENGL 2616 Artificial Intelligence: Creative and Critical Approaches (#24631)
Proposed Course Catalog
 ENGL 2616. Artificial Intelligence: Creative and Critical Approaches (3 Credits)
 A design-focused course in which students creatively make use of contemporary Artificial Intelligence (AI) systems, such as by using them to author or co-author works of literature, and then critique these AI-created or co-created outputs in order to better understand the affordances and limitations of these systems. No technical knowledge or prior experience with AI expected.
 Enrollment Requirements: ENGL 1007 or 1010 or 1011
 Topics of Inquiry: TOI1: Creativity: Des,Expr,Inn

2. FREN 1155 Literature and Sexuality (#27192)
Proposed Course Catalog
 FREN 1155. Literature and Sexuality (3 Credits)
 Introduction to French literature and critical theory in translation as a way of analyzing, imagining, and subverting divergent modes of sexuality. Literary texts and reflections, beginning with the Marquis de Sade – the French author whose work gave rise to the word “sadism” – reconstructing the variegated history of sexuality in relation to corporeality, gender, and desire. Examination of the limits and intersections of the humanities, anthropology, and biology. Readings from de Sade, Balzac, Sand, Proust, Colette, Pagnol, de Beauvoir, Genet, Duras, Wittig, Foucault, Cixous, Derrida, Khatibi, and Deleuze. We will also watch a range of films from the silent to the contemporary era. Taught in English.
 Topics of Inquiry: TOI 2, TOI 3

VII. Common Curriculum Course “Transitions with Revisions”

1. COMM 3220/W Intercultural Communication (#25652) [W]

Current Course Catalog

COMM 3220. Intercultural Communication (3 credits)

Communication behavior within and across cultures and subcultures. How cultures impact social structures, communication styles, and behavior.

Enrollment Requirements: COMM 2200

COMM 3220W. Intercultural Communication (3 credits)

Communication behavior within and across cultures and subcultures. How cultures impact social structures, communication styles, and behavior.

Enrollment Requirements: COMM 2200. ENGL 1007 or 1010 or 1011.

Proposed Course Catalog

COMM 3220. Intercultural Communication (3 credits)

Communication behavior within and across cultures and subcultures. How cultures impact social structures, communication styles, and behavior.

Enrollment requirements: COMM 1000. Recommended preparation: COMM 2200.

COMM 3220W. Intercultural Communication (3 credits)

Communication behavior within and across cultures and subcultures. How cultures impact social structures, communication styles, and behavior.

Enrollment requirements: COMM 1000. ENGL 1007 or 1010 or 1011. Recommended preparation: COMM 2200.

2. ENGL 2407/W The Short Story [CA1 to TOI-1, TOI-2, Add W section]

Current Course Catalog

ENGL 2407. The Short Story (3 Credits)

The short story as a literary form with study of significant Continental, British, and American writers. CA 1.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Revised Course Catalog

ENGL 2407. The Short Story (3 Credits)

The short story as a literary form with study of significant Continental, British, and American writers. CA 1.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA1: Arts & Humanities

Topics of Inquiry: TOI 1, TOI 2

ENGL 2407W. The Short Story (3 Credits)

The short story as a literary form with study of significant Continental, British, and American writers. CA 1.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA1: Arts & Humanities

Topics of Inquiry: TOI 1, TOI 2

Skill Codes: Writing Competency

3. FREN 3211W Contemporary France (#26218) [CA1, CA4INT, W to TOI-1, TOI-2, W]

Current Course Catalog

FREN 3211W. Contemporary France (3 Credits)

An historical and cultural overview of France in the 20th and 21st centuries: from D-Day to the European Union, from Communism to the Green Party, from ballad crooners to rap, from love stories to action films; the changing French nation through authentic documents, literary texts, and films. CA 1. CA 4-INT. ENGL 1007 or 1010 or 1011.

Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level.

Skill Codes: COMP: Writing Competency

Content Areas: CA1: Arts & Humanities, CA4INT: Div & Multi Intl

Proposed Course Catalog

FREN 3211W. Contemporary France (3 Credits)

An overview of forces that have shaped contemporary French society. Topics include political institutions, elections, religions, education, women's rights, the media, and the economy. Focus on interpretive techniques such as close reading and other discursive and rhetorical tools to help students improve their critical thinking skills. ENGL 1007 or 1010 or 1011.

Recommended preparation: French 1104, three years of high school French, or equivalent proficiency level. Taught in French.

Skill Codes: COMP: Writing Competency

Content Areas: CA1: Arts & Humanities, CA4INT: Div & Multi Intl

Topics of Inquiry: TOI 1, TOI 2

4. GERM 3251 German Culture Across Time (#27093) [CA1, CA4INT to TOI-2]

Current Course Catalog

GERM 3251. German Culture and Civilization (3 Credits)

An interdisciplinary course on the German-speaking countries, analyzing cultural life and past and present development. Period or thematic emphasis may vary. Discussion of selected non-fictional and fictional readings, films, slides and recordings. Taught in English. CA 1. CA 4-INT.

Content Areas: CA1: Arts & Humanities, CA4INT: Div & Multi Intl

Proposed Course Catalog

GERM 3251. German Culture Across Time (3 Credits)

An interdisciplinary course on Germany and other German-speaking countries, analyzing cultural life and past and present developments. Discussion of selected non-fictional and fictional readings, films, and other media. Taught in English. CA 1. CA 4-INT.

Topics of Inquiry: TOI 2.

Content Areas: CA1: Arts & Humanities, CA4INT: Div & Multi Intl

5. NUSC 2200 Nutrition and Human Development (#26412) [Add CA3, TOI-6]

Current Course Catalog

NUSC 2200. Nutrition and Human Development (3 Credits)

Nutritional needs and consequences of nutritional deficiencies throughout the life cycle: preconception, pregnancy, lactation, infancy, childhood, adolescence, adulthood, and aging. Maternal and child public health issues.

Enrollment Requirements: NUSC 1165. May not be taken out of sequence after passing NUSC 4294.

Proposed Course Catalog

NUSC 2200. Nutrition and Human Development (3 Credits)

Nutritional needs and consequences of nutritional deficiencies throughout the life cycle: preconception, pregnancy, lactation, infancy, childhood, adolescence, adulthood, and aging. Maternal and child public health issues.

Enrollment Requirements: NUSC 1165. May not be taken out of sequence after passing NUSC 4294.

Content Areas: CA3: Science & Tech

Topics of Inquiry: TOI6: Science Emp Inq

6. PNB 2250W Comparative Animal Physiology (#27932) [Add W]

Current Course Catalog

PNB 2250. Comparative Animal Physiology. (3 Credits)

An introduction to comparative animal physiology, emphasizing the evolutionary impacts of diverse physical, chemical, and environmental factors on vertebrates and invertebrates.

Enrollment Requirements: BIOL 1107. Recommended preparation: BIOL 1108.

Proposed Course Catalog

PNB 2250. Comparative Animal Physiology. (3 Credits)

An introduction to comparative animal physiology, emphasizing the evolutionary impacts of diverse physical, chemical, and environmental factors on vertebrates and invertebrates.

Enrollment Requirements: BIOL 1107. Recommended preparation: BIOL 1108.

PNB 2250W. Comparative Animal Physiology. (4 Credits)

An introduction to comparative animal physiology, emphasizing the evolutionary impacts of diverse physical, chemical, and environmental factors on vertebrates and invertebrates. Written

work explores physiological systems of animals through the lens of evolution, how animals adaptively respond to environmental challenges, and intersect with humans.

Enrollment Requirements: BIOL 1107; ENGL 1007 or 1010 or 1011. Recommended preparation: BIOL 1108.

7. SPAN 3234 Great Works of Modern Spanish American Literature (#27433) [Add CA1, TOI-2]
Current Course Catalog
 SPAN 3234. Great Works of Modern Spanish American Literature (3 Credits)
 Study of the most significant texts of "Modernismo" with focus on Rubén Darío. The "avant-garde" in Spanish America. The narrative of the "boom" and its impact on present-day literature. Recommended preparation: SPAN 3178.

Proposed Course Catalog

SPAN 3234. Great Works of Modern Spanish American Literature (3 Credits)
 Study of the most significant texts of "Modernismo" with focus on Rubén Darío. The "avant-garde" in Spanish America. The narrative of the "boom" and its impact on present-day literature. Taught in Spanish.
 Recommended preparation: SPAN 3178.
 Topics of Inquiry: TOI2: Cultural Dimen Human Exp
 Content Areas: CA1

8. SPSS 3230 Biotechnology – Science, Impact, Perception, Ethics (#26219) [Add CA3, TOI-6]
Current Course Catalog
 SPSS 3230. Biotechnology - Science, Application, Impact, Perception (3 Credits)
 Scientific, legal, and ethical aspects of Biotechnology application in agriculture, health medicine, forensics, and the environment. Designed for students with diverse departmental affiliations.

Proposed Course Catalog

SPSS 3230. Biotechnology - Science, Application, Impact, Perception (3 Credits)
 Scientific, legal, and ethical aspects of Biotechnology application in agriculture, health medicine, forensics, and the environment. Designed for students with diverse departmental affiliations.
 Content Areas: CA3: Science & Tech
 Topics of Inquiry: TOI6: Science Emp Inq

VIII. Removal of TOIs (No CAR)

1. LAND 3230WE TOIs TOIs Sustainable Environmental Planning and Landscape Design
 (Remove TOI-1, TOI-4)

IX. Courses Approved for Intensive Session Offering

1. ECON 1201 Principles of Microeconomics [CA2 to TOI-5, TOI-6; INTENSIVE]
 2. ECON 1202 Principles of Macroeconomics [CA2 to TOI-5, TOI-6; INTENSIVE]
 3. ENGL 2407 The Short Story [CA1 to TOI-1, TOI-2; INTENSIVE] – Non-W section only

4. GEOG 1700 World Regional Geography [CA2, CA4INT to TOI-2, TOI-3; INTENSIVE]

Respectfully Submitted by the 24-25 Senate Curricula and Courses Committee: Gustavo Nanclares (Chair), Dorothea Anagnostopoulos, Pam Bedore (Ex-officio), John Chandy, Sarah Croucher (Ex-Officio), Louis Hanzlik, Marc Hatfield, Laurie, McCarty (Ex-Officio), Matt McKenzie, Dan Mercier, David Ouimette, Tina Reardon, Sharyn Rusch, Josh Schulman (Student Rep), Steve Stifano, Suzanne Wilson, Terra Zuidema (Registrar alternate), and Karen McDermott (Program Assistant)

From the 12/11/24 and 1/23/25 meeting

CCC+ Bylaw Change Proposal
~~12.2.2024~~[12.2.2024](#)

As the CCC+ has worked to implement the guidelines and bylaws for the new Common Curriculum passed at the Senate special session on 11.14.2022, committee members have considered several bylaw changes that will smooth the launch of the new Common Curriculum in Fall 2025.

Please find here proposals to change the CC Bylaw language about:

1. TOI Clean-up (TOI-6 lab requirement and Focus Area language)
2. 40-credit requirement (added for compliance with NECHE accreditation)
3. Reserve caps (add 25% availability for 1000-level courses)
4. Catalog year (clarify language around additional flexibility)
5. CC exemption for transfer-oriented students (add narrow additional exemption)
6. CCC+ membership (add Themes)

This proposal was unanimously approved by CCC+ on 11.11.2024 and by Senate C&C on 11.20.2024. [It was presented to the Senate at the 12.2.2024 meeting.](#)

1. TOI-6 CLEAN-UP

Background:

In the Common Curriculum Guidelines discussed at the 11.14.2022 Senate special meeting that approved the CC, TOI-6: Science and Empirical Inquiry includes a special note.

In the Section, TOI Operating Principles, Item 8 states:

Students must complete at least one laboratory course in TOI-6 (see TOI-6 for definition of laboratory class). This does not restrict courses outside TOI-6 from having laboratories, nor does it limit TOI-6 courses to be only laboratory courses.

Although this was in the guidelines and was discussed at the special meeting, it was inadvertently omitted from the bylaws.

As the work on Focus Areas has been undertaken, it has been noted that the bylaws state that students must take three courses in a focus area; given that there are one-credit CC courses, this could result in only three credits. This should be nine credits.

In working on these changes, various committees noticed excess verbiage around Themes.

The CCC+ therefore proposes the following amendment to clarify the Senate bylaws:

Section II.C.2.a
Topics of Inquiry

Current Bylaw Language:

Topics of Inquiry

Students must pass at least three credits of coursework in each of six Topics of Inquiry (TOI): TOI-1—Creativity: Design, Expression, Innovation; TOI-2—Cultural Dimensions of Human Experiences; TOI-3—Diversity, Equity, and Social Justice; TOI-4— Environmental Literacy; TOI-5—Individual Values and Social Institutions; and TOI-6— Science and Empirical Inquiry. At least one course must be passed in each Topic of Inquiry (some courses fulfill two). Students must also satisfy a Focus requirement, by either successfully completing three courses in a single Topic of Inquiry or all requirements of at least one Theme. Students may also take a set of courses that comprise a faculty-designed Theme spanning multiple disciplines. Themes are recommended but not required. Topic of Inquiry courses may be counted toward the major.

Proposed Bylaw Language:

Topics of Inquiry

Students must pass at least three credits of coursework in each of six Topics of Inquiry (TOI): TOI-1—Creativity: Design, Expression, Innovation; TOI-2—Cultural Dimensions of Human Experiences; TOI-3—Diversity, Equity, and Social Justice; TOI-4— Environmental Literacy; TOI-5—Individual Values and Social Institutions; and TOI-6— Science and Empirical Inquiry **(Students must complete at least one laboratory course in TOI-6)**. At least one course must be passed in each Topic of Inquiry (some courses fulfill two). Students must also satisfy a Focus requirement, by **either** successfully completing **three courses at least nine credits in either** a single Topic of Inquiry or **all requirements of at least one Theme**. **Students may also take a set of courses that comprise in** a faculty-designed Theme spanning multiple disciplines. **Themes are recommended but not required**. Topic of Inquiry courses may be counted toward the major.

2. 40-CREDIT REQUIREMENT

Background:

It was recently discovered that there is a very narrow path (in the current general education curriculum as well as in the Common Curriculum) where a student might complete the general education requirements without meeting the 40 credits of general education courses required by NECHE.

In order to ensure compliance with our accreditor, the CCC+ recommends clarifying the language around First-Year Writing to ensure it counts towards the 40 credits and adding a line to the bylaws and the advisement report.

Section II.C.2.b

Competencies

Current Bylaw Language:

The Common Curriculum includes competencies in quantitative skills, second language proficiency, and writing. Two additional competencies--information and digital media literacy and dialogue--are infused across the Common Curriculum within TOIs. 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.

Proposed Bylaw Language:

The Common Curriculum includes competencies in quantitative skills, second language proficiency, and writing. Two additional competencies--information and digital media literacy and dialogue--are infused across the Common Curriculum within TOIs. 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 **the First-Year Writing requirement (ENGL 1007 or 1010 or 1011) and two courses that are designated for this purpose as W courses.** One of the W courses must be in the major field of study at the 2000-level or above. **First-year writing courses are prerequisites for W courses.**

Courses

Current Bylaw Language:

A course may be approved to satisfy one or two Topics of Inquiry. Students may use a course that has multiple TOI designations to fulfill the TOI requirements for which the course has been approved, if the regulations listed in II.C.2.a. Topics of Inquiry are met. 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 Topics of Inquiry.

Proposed Bylaw Language:

A course may be approved to satisfy one or two Topics of Inquiry. Students may use a course that has multiple TOI designations to fulfill the TOI requirements for which the course has been approved, if the regulations listed in II.C.2.a. Topics of Inquiry are met. 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 Topics of Inquiry.

All students must complete a minimum of 40 credits of coursework approved for the Common Curriculum.

3. RESERVE CAPS

Background:

At the 11.14.2022 Senate special meeting, the Senate approved changes to the bylaws for the transition from General Education to Common Curriculum that will be effective Fall 2025 (<https://senate.uconn.edu/wp-content/uploads/sites/3636/2023/03/Gen-Ed-to-Common-Curriculum-Bylaws-APPROVED-11.14.2022.pdf>). This comprehensive bylaw change made no alterations to the rules around course reserve caps, which are allowed for 2000-level or above courses (at 50%), but not for 1000-level courses, whose seats should be available for any student within the general education/Common Curriculum.

As the CCC+ prepared for implementation of the new Common Curriculum, two questions arose around the practice of reserving seats for majors for general education classes:

1. Current practice is in violation of the bylaws. In fact, many 1000-level gen ed courses regularly reserve some portion of seats for their majors.
2. Some faculty would like to propose 1000-level courses for the new Common Curriculum but would be unwilling to do so if they could not reserve seats for their majors, who require the courses as part of their plan of study.

In Spring 2024, the CCC+ conducted a review of all general education courses currently in violation of the bylaw and found that in many cases, reserve caps were being used as advisory to students (and this could be accomplished through advising and/or clearer catalog copy). In most cases, far less than 50% of seats are actually required. At the same time, many faculty believe it is important to have some reserve capacity in introductory courses to ensure timely progress towards graduation for majors.

In Fall 2024, the CCC+ prepared a report of anticipated enrollment capacity by TOI. All areas appear to have adequate capacity.

Therefore, the CCC+ recommends a change to the bylaws that allows for 25% reserve capacity in 1000-level Common Curriculum courses.

The CCC+ will do a full review of this policy in Fall 2028, when we have three years of data on Common Curriculum course enrollments.

A smaller point of clarification is a change in language for 2000-level courses. The 50% reserve cap is across sections rather than within sections, since it is allowable for a class to gather majors into a specific lecture or discussion section, as long as at least that many seats are also available for the general student population.

Further, it has been determined that the “+” in “2000+-level or above” is redundant.

In response to comments at the presentation of the motion to the Senate, the CCC+ changed the language to passive voice in order to clarify that for cross-listed courses, it is not permissible for each unit to reserve the maximum number of seats available.

Current Bylaw:

II.C.2

c. Courses

No academic unit may set enrollment bars or priorities for its own students for any Common Curriculum 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 TOI.
- An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 2000-level or above course.

Proposed Bylaw:

II.C.2

c. Courses

No ~~academic unit may set~~ enrollment bars or priorities ~~for its own students~~ may be set for any Common Curriculum course, with the following exceptions:

- ~~An academic unit may reserve any~~Any percentage of seats ~~for its own students~~may be reserved in a 2000+ level or above W course that is not also approved for a TOI.
- ~~An academic unit may reserve a~~A maximum of 50% of capacity ~~for its own students in any section of~~may be reserved in a 2000-level or above course.
- ~~An academic unit may reserve a~~A maximum of 25% of capacity ~~for its own students~~may be reserved in a 1000-level course.

AMENDED during February 3, 2025 Senate Meeting:

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

- ~~An academic unit may reserve any~~Any percentage of seats ~~for its own students~~may be reserved in a 2000+ level or above W course that is not also approved for a TOI.
- ~~An academic unit may reserve a~~A maximum of 50% of capacity ~~for its own students in any section of~~may be reserved in a 2000-level or above course.
- ~~An academic unit may reserve a~~A maximum of 25% of capacity ~~for its own students~~may be reserved in a 1000-level course.

Amendment Passed: 43 YAY 17 NAY 6 ABSTAIN

4. CATALOG CHANGE

Background:

In the bylaw change approved at the 11.14.2022 special session of the Senate, bylaw language was approved to ensure that students changing school or college could complete the general education requirements under which they entered the university (ie. GE rather than CC). As we approach the launch of the CC, two additional questions have come up that are not explicitly answered in the bylaws:

1. Are students who entered the university on the GE curriculum allowed to choose CC? The answer to that, given as part of discussion at the 11.14.2022 Senate meeting, is Yes. It is a long-standing practice that students may always choose a newer plan of study for any requirement (general education, major, minor, etc.).
2. If a student chooses to move their catalog year forward to CC, will this automatically move their major/minor catalog year forward as well? This was not asked at the 11.14.2022 Senate meeting, but it is widely understood that the plans of study are now separate, given that moving to a new school or college does not automatically move a student to a new GE catalog year.

Although it is not essential that all questions be answered in the bylaws, the CCC+ Chair has received these questions often enough to suggest that it would be helpful to update the bylaws to clearly articulate all new practices prompted by the change of bylaw approved 11.14.2022 that will be adopted Fall 2025.

The CCC+ therefore recommends the following change to the bylaws:

Current Bylaw Language:

II.C.2.c
Courses

All students entering the University of Connecticut or changing school or college within the University are expected to complete the Common Curriculum of the academic year in which they enter the University.

Proposed Bylaw Language:

Undergraduate students are expected to complete the general education of the catalog year in which they enter the University (regardless of school/college change after matriculation), though they are always free to choose a newer the current catalog year. Students may have separate catalog years for general education requirements and program requirements.

Upon readmission following a separation noted as withdrawal, cancellation, dismissal, or suspension, undergraduate students are expected to follow the catalog year of re-entry.

5. CC EXEMPTION FOR TRANSFER-ORIENTED STUDENTS

Background:

Some programs within the CT State Community College system are designed for students planning to transfer to UConn. The general education requirements for these programs are very similar to UConn's General Education curriculum. In ensuring a smooth transition and timely graduation for CTSCC students in transfer-oriented degrees, the CCC+ considered adding a narrow addition to the bylaw language on exemptions from the CC. The transfer-oriented degrees will be listed in the Transfer Policy that is regularly reviewed by the Scholastic Standards Committee (SSC).

The CCC+ therefore proposes the following amendment to the Senate bylaws:

Section II.C.2c
Common Curriculum
Courses

Current Bylaw Language:

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

Proposed Bylaw Language:

Undergraduate students with bachelor's degrees from institutions that have been accredited by regional accreditation agencies (e.g. NECHE) are exempt from the Common Curriculum Requirements. Undergraduate students with associate degrees from CT State Community College that are designated as "transfer-oriented" within the Transfer Policy are exempt from the Common Curriculum Requirements.

6. CCC+ MEMBERSHIP

Background:

During the transition from general education (GE) to the Common Curriculum (CC), the CCC+ has recognized the need for a Themes subcommittee to oversee proposals to add, revise, and delete Themes. The initial work of setting up policies and procedures for themes and of reviewing pilot proposals has been done by an ad hoc committee. As of Spring 2025, we expect to have sufficient Themes proposals to justify a permanent committee with two co-chairs and 5-10 subcommittee members.

The CCC+ therefore proposes the following amendment to the Senate bylaws:

Section II.C.2d
Common Curriculum
Oversight

Current Bylaw Language:

The CCC appoints members to Topic of Inquiry and Competency subcommittees. Subcommittees are chaired by voting members of the CCC and are representative of schools and colleges. Each subcommittee must review and recommend courses for inclusion, removal, and revision in their respective area.

Proposed Bylaw Language:

The CCC appoints members to Topic of Inquiry, **and** Competency, **and Theme** subcommittees. Subcommittees are chaired by voting members of the CCC and are representative of schools and colleges. Each subcommittee must review and recommend courses for inclusion, removal, and revision in their respective area.

Motion Passed as Amended:
65 YAY 3 NAY 4 ABSTAIN

Scholastic Standards Committee

To the University Senate

December 2, 2024

Background:

Juneteenth (June 19th): “Juneteenth, also known as America’s Second Independence Day, commemorates the end of slavery in the United States. It is observed on June 19th, the day in 1865 that Union troops arrived in the last slave-owning community in the country to enforce the Emancipation Proclamation issued more than two years earlier. Though Juneteenth has been celebrated by African American communities since the late 1800s, it only became an official federal holiday in 2021, when President Biden made it the first new federal holiday since Martin Luther King Jr. Day in 1983. The Connecticut legislature designated Juneteenth as an official state holiday starting in 2023.

Juneteenth celebrates African American achievement while encouraging continuous self-development and respect for all cultures. Celebrations typically involve guest speakers or lectures to promote education and self-improvement; community elders who recount events in the past; prayer services; barbeques; and parades. More than anything, Juneteenth is about being in a supportive community” (*UConn Office for Diversity, Equity & Inclusion, June 2nd, 2023*).

During the Spring 2023 semester, Juneteenth was acknowledged as a teaching holiday with guidance issued by the Provost encouraging faculty to exercise flexibility for students who wish to observe the holiday and to consider providing recordings of lectures, distributing materials for an asynchronous class session, and considering extensions for students who may be absent in case of any assessments scheduled to be due or to take place on June 19th.

During the Fall 2023 Semester, the Senate Executive Committee tasked the Senate Scholastic Standards Committee with looking into establishing Juneteenth as a non-teaching holiday. In consultation with the Registrar’s Office and others, the committee voted in support of this recommendation.

Summary of Action:

The Senate Scholastic Standards Committee presents a motion to the University Senate to establish Juneteenth (June 19th) as a non-teaching holiday starting in 2025, by adding the governance of academic dates for both Summer and Winter programs to the By-Laws, Rules & Regulations of the University Senate.

This recommendation comes to the Senate in consultation with the Registrar’s office and with the support of President Maric and Provost D’Alleva.

Proposed Bylaw Change:

Article II, H. Academic Calendar

Track Changes Version:

The Academic calendar will be set by the University Registrar according to the following principles: Each academic year begins at the start of one fall semester and ends prior to the start of the next fall semester. The University Registrar uses the following rules to set the calendar for each academic year. The general class schedule is then published by the Registrar.

1. Each academic year consists of two required semesters; fall and spring.
 - a. The end of the semester is defined as the last day of the final exam period. ~~day when semester grades must be submitted to the Registrar. This must occur~~ Grades must be submitted to the Office of the Registrar no later than seventy-two hours after the final examination period ends.
 - a-b. Each fall and spring semester consists of ~~each year with~~ 14 weeks of classes, plus six days of examinations ~~at the end of each and other non-required sessions set up by the registrar that adhere to the credit hour policy. Fall semester.~~ semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King, Jr Day. 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. Additional
 - b-c. In each required semester, there are two protected days between the end of classes and the first day of final examinations, called reading days. Reading days ~~are protected time for~~ protect time to allow students to prepare for the final exam and assessment period. On reading days, instructors are not allowed to require any course-related activity, assessment, or submission of work. Instructors are allowed to use reading days for truly optional activities such as office hours.
 - d. For classes in required semesters, ~~some Mondays may be missed due to recognized public holidays. Wherever possible, instructors should try to ensure that students in Monday classes are not deprived of content available to students in Tuesday-Friday classes. This could include asynchronous content, make-up classes, make-up assignments, or other accommodations.~~
 - e. Additional non-required terms are scheduled each academic year during summer and winter. ~~Classes~~ winter.
 - f. Classes in required semesters and non-required terms must all adhere to the University Credit Hour Policy, as appropriate for the credits awarded.
 - g. Most major public holidays are recognized as non-instructional days. On a non-instructional day, classes cannot be scheduled, and instructors should not require the submission of work. When the date of a public holiday falls on a weekend and a Friday or Monday is recognized as the official public holiday, the recognized date will be a non-instructional day. Only public holidays recognized as non-instructional days in the sections below are protected. Other public holidays can be scheduled into semester or term calendars as instructional or assessment days.
 - e-h. The recognition of public holidays for the purpose of scheduling semesters and terms is separate to the University Religious Accommodation Policy. The Religious Accommodation Policy sets forth requirements in accordance with relevant laws and regulations regarding religious beliefs.

~~In each required semester, there are two protected days between the end of classes and the first day of final examinations. These protected days are called reading days. For the required main semesters, 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.~~

~~All classes must adhere to the credit hour policy documented here [XX](#).~~

2. **Fall Semesters** will adhere to the following principles structured by the Registrar using the following rules:

- a. Classes shall begin on the Monday preceding before Labor Day.
- b. Residence Halls shall open no later than must be open no later than the weekend before classes start the start of classes.
- c. The public holiday of Labor Day is recognized as a public holiday a non-instructional day. As a non-instructional day no classes can be scheduled on this day.
- d. There is a week of break during the week of Thanksgiving. No classes are held during this week. Thanksgiving is recognized as a public holiday.
- e. The first Thursday of final examination week is a reading day. No regularly scheduled final examinations or assessments can be scheduled for this day. Instructors must adhere to the protections outlined above.

3. **Spring Semesters** are structured by the Registrar using the following rules will adhere to the following principles:

- d-a. Spring semester classes shall begin on the Tuesday after [Martin Luther King Jr. Day](#) ~~Martin Luther King, Jr. Da.~~
- e-b. The public holiday of Martin Luther King Jr. Day is a non-instructional day.
- f-c. Residence halls must be open no later than the weekend before the start of classes.
- g-d. A one-week spring break will be scheduled after 8 weeks of classes. The first week of classes is counted as the week during which classes commence (the week of [Martin Luther King, Jr. Day](#)).
- h-e. Commencement must be scheduled after the end of the final assessment period.

2.4. **Non-required terms** are structured by the Registrar using the following rules:

- a. Classes cannot overlap with Fall and Spring semesters, including the formal assessment periods for those semesters.
- b. Non-required terms may be of variable length. The length and other calendar parameters will be used by the Registrar to schedule each term. Classes in each term will be scheduled to adhere to the University Credit Hour Policy. The Registrar may also schedule other non-required terms to meet the needs of the University, recognizing the same public holidays outlined in this section and following the same general parameters.

- c. A three-week winter term will be scheduled each year between the fall and spring semesters. This will be scheduled so that it ends before the first day of the Spring semester. ~~usually begin on the first possible teaching day of the week following Christmas.~~
- d. During winter term the public holidays of Christmas Day and New Year's Day are non-instructional days.
- e. A May term will be scheduled, which will begin on the first Monday following May commencement.
- f. Two summer session terms of six weeks will be scheduled. The first will begin after the formal instructional and assessment period of the May term is completed.
- g. The two summer terms will not overlap with one another, including scheduled days for final assessments. Scheduled Instructional and assessment days for any summer term must finish before the start of the fall semester.
- h. During May and summer terms, the public holidays of Memorial Day, Juneteenth, and Independence Day are non-instructional days.

Residence halls shall open no later than the weekend before classes start.

A one-week spring break shall take place after 8 weeks of classes. Commencement cannot occur at a time when a final assessment is given.

Non-required terms will adhere to the following principles: Classes cannot overlap with Fall and Spring semesters. A three-week winter term will be scheduled. This will begin on the first possible teaching day of the week following Christmas. Winter term classes shall take place for the duration of three weeks beginning the first teaching day of the week following Christmas. May Term classes shall take place for the duration of three weeks beginning the Monday following May commencement. Two six-week long summer sessions shall take place. The first begins on the first possible teaching day following the May term. The second is scheduled so that it begins after the assessment period of the first summer session is completed.

e. one summer session could last five weeks beginning XX. Two five-week long summer sessions will take place with the same start dates as the six-week long sessions.

e. Classes shall not meet on New Year's Day (January 1st of each year)

——— f. Classes shall not meet on Memorial Day (the last Monday of May each year)

——— g. Classes shall not meet on Juneteenth (June 19th of each year)

h. Classes shall not meet on Independence Day (July 4th of each year)

i. Non-required terms classes will be scheduled by the Registrar and adheres to university credit hour regulations.

Proposed Bylaw Change:

Article II, H. Academic Calendar

Clean Version:

Each academic year begins at the start of one fall semester and ends prior to the start of the next fall semester. The University Registrar uses the following rules to set the calendar for each academic year. The general class schedule is then published by the Registrar.

1. Each academic year consists of two required semesters; fall and spring.
 - a. The end of the semester is defined as the last day of the final exam period. Grades must be submitted to the Office of the Registrar no later than seventy-two hours after the final examination period ends.
 - b. Each fall and spring semester consists of 14 weeks of classes, plus six days of examinations at the end of each semester.
 - c. In each required semester, there are two protected days between the end of classes and the first day of final examinations, called reading days. Reading days protect time to allow students to prepare for the final exam and assessment period. On reading days, instructors are not allowed to require any course-related activity, assessment, or submission of work. Instructors are allowed to use reading days for truly optional activities such as office hours.
 - d. For classes in required semesters, some Mondays may be missed due to recognized public holidays. Wherever possible, instructors should try to ensure that students in Monday classes are not deprived of content available to students in Tuesday – Friday classes. This could include asynchronous content, make-up classes, make-up assignments, or other accommodations.
 - e. Additional non-required terms are scheduled each academic year during summer and winter.
 - f. Classes in required semesters and non-required terms must all adhere to the University Credit Hour Policy, as appropriate, for the credits awarded.
 - g. Most major public holidays are recognized as non-instructional days. On a non-instructional day, classes cannot be scheduled, and instructors should not require the submission of work. When the date of a public holiday falls on a weekend, and a Friday or Monday is recognized as the official public holiday, the recognized date will be a non-instructional day. Only public holidays recognized as non-instructional days in the sections below are protected. Other public holidays can be scheduled into semester or term calendars as instructional or assessment days.
 - h. The recognition of public holidays for the purpose of scheduling semesters and terms is separate to the University Religious Accommodation Policy. The Religious Accommodation Policy sets forth requirements in accordance with relevant laws and regulations regarding religious beliefs.

2. **Fall Semesters** are structured by the Registrar using the following rules:
 - a. Classes begin on the Monday before Labor Day.
 - b. Residence Halls must be open no later than the weekend before the start of classes.
 - c. The public holiday of Labor Day is a non-instructional day.
 - d. There is a week of break during the week of Thanksgiving. No classes are held during this week. Thanksgiving is recognized as a public holiday.
 - e. The first Thursday of final examination week is a reading day. No regularly scheduled final examinations or assessments can be scheduled for this day. Instructors must adhere to the protections outlined above.
3. **Spring Semesters** are structured by the Registrar using the following rules:
 - a. Spring semester classes begin on the Tuesday after Martin Luther King Jr. Day.
 - b. The public holiday of Martin Luther King Jr. Day is a non-instructional day.
 - c. Residence halls must be open no later than the weekend before the start of classes.
 - d. A one-week spring break will be scheduled after 8 weeks of classes. The first week of classes is counted as the week during which classes commence (the week of Martin Luther King Jr. Day).
 - e. Commencement must be scheduled after the end of the final assessment period.
4. **Non-required Terms** are structured by the Registrar using the following rules:
 - a. Classes cannot overlap with Fall and Spring semesters, including the formal assessment periods for those semesters.
 - b. Non-required terms may be of variable length. The length and other calendar parameters will be used by the Registrar to schedule each term. Classes in each term will be scheduled to adhere to the University Credit Hour Policy. The registrar may also schedule other non-required terms to meet the needs of the university, recognizing the same public holidays outlined in this section and following the same general parameters.
 - c. A three-week winter term will be scheduled each year between the fall and spring semesters. This will be scheduled so that it ends before the first day of the Spring semester.
 - d. During winter term the public holidays of Christmas Day and New Year's Day are non-instructional days.
 - e. A May term will be scheduled, which will begin on the first Monday following May commencement.
 - f. Two summer session terms of six weeks will be scheduled. The first will begin after the formal instructional and assessment period of the May term is completed.
 - g. The two summer terms will not overlap with one another, including scheduled days for final assessments. Scheduled instructional and assessment days for any summer term must finish before the start of the fall semester.
 - h. During May and summer terms, the public holidays of Memorial Day, Juneteenth, and Independence Day are non-instructional days.

Honors and Enrichment Programs Report to the University Senate February 3, 2025

The five units of Enrichment Programs – the Honors Program, the Individualized and Interdisciplinary Studies Program, the Office of National Scholarships and Fellowships, the Office of Pre-Professional Advising, and the Office of Undergraduate Research – share a common goal of supporting students’ educational enrichment through engaging in purposeful exploration, aligning values and purpose, and taking strategic risks. Our collective values include: diversity, equity, and inclusion; care and respect; creativity and innovation; individualized, holistic practices; relationships and collaboration; and the pursuit of excellence. Our offices work with all students at all UConn campuses and every school and college at UConn. The following report shares updates on the activities of each unit over the last academic year and the fall semester of the current academic year.

Honors Program

The [Honors Program](#) continues to expand, supporting students with coursework and programming at all UConn campuses. 2024 saw both the largest graduating class (454 students) and the largest entering first-year class (600 students) in the Program's history. Ensuring that all Honors students can **explore, create, and lead** within an inclusive environment remains our top priority. At UConn Storrs, the upper-division residential community is now in neighboring Snow and Connecticut Halls, with the first-year residential community continuing in Buckley and Shippee Halls. We have increased our programming and presence in those spaces, and we are partnering with Dining Services to use the discontinued dining space in Buckley Hall for Honors student events, study space, and community building. Fall 2024 saw the first incoming Honors cohort at UConn Hartford, where students will be supported by an additional staff member and the newly launched Honors Student Leadership Board - Hartford. At UConn Stamford, Honors now has a designated space for students and staff thanks to a partnership with the Queer Collaborative. To enhance student learning and engagement across all UConn campuses, we launched a redesigned University Honors Laureate (UHL) Leadership Experience in Fall 2024. We also deepened our commitment to diversity, equity, and inclusion, launching a dedicated page within the Honors website, hosting the inaugural student-led Honors DEI conference in March 2024, planning for the second annual conference in spring 2025, and relaunching the Honors DEIJ committee this spring. Dr. Jennifer Lease Butts directs the Honors Program and serves as Associate Vice Provost for Enrichment Programs.

Individualized and Interdisciplinary Studies Program

The [Individualized and Interdisciplinary Studies Program](#) (IISP) administers the Individualized Major (IMJR) Program, coordinates the [University Scholar Program](#), oversees three interdisciplinary minors, and hosts [The Discipline Mix-Up](#), an interdisciplinary panel discussion series. The [Indie Major Podcast](#) is produced by the program and features the stories and visions of current IMJRs as well as alumni. The show debuted in spring 2024 and has released 20 episodes so far, covering a wide range of majors from “Criminal Behavior” to “Paleontology as Outreach & Education.” The Individualized Major program was established at UConn in 1974, and since then more than 2500 students have graduated with IMJRs. Over 80% of individualized majors engage in experiential learning (internship, study abroad, research). The most common IMJR themes include Health, International Studies, Crime & Justice, Neuroscience, and Sport. The program has often served as an “incubator” of emerging majors, the most recent example being the transition of “Data Science” from the IMJR program to the Department of Statistics. Faculty support of individualized majors has always been a crucial element in the success of individualized majors. In AY23-24, 178 faculty served as advisors to 116 IMJR students. They were from nine of the university’s schools and colleges and from 48 different departments. The IMJR program is always looking for new ways to collaborate with UConn’s colleges, departments, centers, and programs to create exciting opportunities for students! Dr. Ken Cormier directs the IMJR program.

Office of National Scholarships and Fellowships

The Office of National Scholarships and Fellowships (ONSF) advises and mentors UConn students who are competing for prestigious, nationally-competitive scholarships and fellowships. As part of Enrichment Programs, ONSF is open to *all* graduate and undergraduate students at all of UConn’s campuses. UConn cemented its institutional commitment to preparing students to compete for prestigious national scholarships in 2007 with the appointment of ONSF’s first full-time director, and our record of student recipients of these scholarships since that investment mirrors the growing prestige and reputation of our university, its students, and its faculty on the national and international stages. Notably, the position of Fulbright Program Advisor moved to ONSF in 2014. Since then, 60 students have received Fulbright Awards, the average number of recipients per year has increased four-fold, and in 2024, UConn was named a “Top Producing Institution” of Fulbright U.S. Student Program grant recipients for the first time in school history. Dr. Vin Moscardelli has served as director of ONSF since 2016.

Office of Pre-Professional Advising

The [Office of Pre-Professional Advising](#) (PPA) at UConn provides comprehensive and inclusive support for **over 6,200 current students and alumni pursuing careers in health and legal professions**. Services include one-on-one advising, workshops, student organization support, and application assistance, **assisting approximately 300 health professions applicants annually** with a **68%** acceptance rate (which is higher than the average nationally for MD, DO, and dental programs). PPA's comprehensive applicant support for health professions includes a virtual "Cycle Application Orientation" workshop, the Health Professions Applicant Portfolio (HPAP), personalized coaching sessions, and the collection and submission of letters of recommendation via the Health Professions Letter Packet (HPLP). This process ensures applicants are guided through every stage, from crafting compelling applications to managing deadlines. **In the 2023–2024 academic year, PPA held over 1,100 advising appointments, 255 drop-in meetings, and 300 coaching sessions.**

PPA also supports UConn's Pre-Medical and Health Professions Post-Baccalaureate Program, which includes recruitment, application review, and a unique two-credit course taught by the PPA Director, Dr. Sarah Scheidel, fostering community among participants. Additionally, the office provides advising and programmatic support for the Special Program in Medicine, Dental Medicine, and Law, enhancing pathways for exceptional students admitted to these competitive programs. Finally, PPA has developed and expanded a team of peer advisors for both pre-health and pre-law, utilizing the expertise of the "Peer Ambassadors"—trained students who contribute to outreach, lead workshops, and provide peer support to enrich the advising experience and build a strong sense of community among pre-professional students.

Office of Undergraduate Research

The [Office of Undergraduate Research](#) (OUR) is a resource **for all undergraduates in all majors on all UConn campuses** seeking to enrich their undergraduate experiences through participation in research, scholarship, and creative activity. OUR provided \$640,833 in funding to 337 undergraduate students 2023-24. OUR provides funding opportunities for student research and scholarship through a range of programs including: UConn Change Grants, Caxide Scholars, Health Research Program, UConn IDEA Grants, OUR Conference Presentation, Travel, and Supply Awards, Summer Undergraduate Research Fund, BOLD Women's Leadership Network, and Work-Study Research Assistant Program. OUR is always looking for faculty to support our application review for SURF, provide research opportunities for undergraduate students, and faculty to present their research at Research Connections as part of Month of Discovery. We are always happy to help faculty advertise their research opportunities for undergraduate students. Dr. Micah Heumann directs the office.

University of Connecticut
Undergraduate Education and Instruction Report
To: University Senate
Subject: Effectiveness of the Center for Career Readiness and Life Skills

Introduction

The Center for Career Readiness and Life Skills plays a pivotal role in supporting the University of Connecticut's undergraduate students in their transition from academic life to professional careers or further education. This report highlights key accomplishments, new initiatives, strategic partnerships, and our commitment to diversity, equity, and inclusion (DEI).

Key Accomplishments

The Center for Career Readiness and Life Skills has achieved substantial success in preparing UConn graduates for post-graduation opportunities. Among the most notable achievements:

- **92% Positive Outcomes Rate:** Within six months of graduation, 92% of UConn undergraduates have secured employment, continued their education, or pursued meaningful service opportunities.
- **Employment & Education Metrics:**
 - 58% of graduates are employed.
 - 33% are continuing their education.
 - Less than 1% are serving in the U.S. Armed Forces or participating in volunteer service.
- **Retention of Talent in Connecticut:**
 - 76% of employed in-state graduates remain in Connecticut.
 - 77% of in-state graduates pursuing further education attend institutions within Connecticut.
 - 17% of employed out-of-state graduates work in Connecticut.
 - 42% of out-of-state graduates continuing their education enroll at Connecticut institutions.
- **Career Services Utilization:**
 - 85% of UConn students utilize Career Services, compared to 60% nationally—a 25 percentage point difference.
 - Graduates who used Career Services reported a 10% higher employment alignment with career goals (68% vs. 58%).
 - Graduates utilizing Career Services had an average starting salary of \$63,000, \$14,500 higher than those who did not.

These statistics reflect the Center's dedication to equipping students with the necessary skills and opportunities to succeed in their chosen paths.

New (and Future) Initiatives

To further enhance student success, several new and forthcoming initiatives have been implemented or are in development:

- **Enhanced Career Readiness Programs:** Expanding workshops and one-on-one coaching sessions focusing on resume building, interview preparation, and networking strategies.
- **Experiential Learning Expansion:**
 - 82% of graduates participated in at least one experiential learning opportunity prior to graduation.
 - Those who participated saw a 13% increase in positive post-graduation outcomes.
 - Career Services users had a 13% higher participation rate in experiential learning.
- **Technology Integration:** Implementing AI-driven career counseling tools to provide personalized guidance and job-matching services.
- **Post-Graduation Support:** Strengthening alumni engagement initiatives to provide continued career assistance for recent graduates.

Partnerships

The Center has cultivated strong partnerships with key stakeholders to maximize career readiness outcomes for students:

- **Corporate & Industry Collaborations:** Strengthening ties with Connecticut-based employers to increase job placement opportunities.
- **Academic Partnerships:** Collaborating with UConn faculty and departments to integrate career development modules into coursework.
- **Community & Government Engagement:** Working with local and state organizations to facilitate workforce development programs.

These partnerships help bridge the gap between academic learning and professional application, ensuring students have access to real-world experiences before graduation.

Diversity, Equity, and Inclusion (DEI) Efforts

The Center remains committed to fostering inclusive career readiness initiatives:

- **Equitable Career Services:** Providing tailored career resources to underrepresented student populations, including first-generation college students and students of color.

- **DEI-Focused Employer Outreach:** Encouraging companies to adopt diverse hiring practices and offer mentorship programs for diverse candidates.
- **Accessibility Enhancements:** Expanding virtual career services to ensure all students, regardless of location or ability, have access to necessary resources.

These efforts align with UConn's broader institutional commitment to ensuring equitable access to career opportunities for all students.

Conclusion

The Center for Career Readiness and Life Skills continues to make significant strides in preparing UConn undergraduates for successful post-graduation outcomes. Through innovative initiatives, strategic partnerships, and a steadfast commitment to DEI, we are ensuring that students are well-equipped to navigate their careers and contribute meaningfully to the workforce. We look forward to building upon these successes and further expanding our impact in the coming years.

Undergraduate Education and Instruction Report to the University Senate

From: Vice Provost for Academic Affairs Gladis Kersaint

Subject: CETL Units

Date: January 28, 2025

Overview

The Center for Excellence in Teaching and Learning (CETL) comprises five key units: Faculty Development, the Office of Academic Program Assessment (OAPA), Educational Technologies (EdTech), UConn Online (eCampus) Instructional Design and Development, and Media Production. This report outlines the accomplishments, new and future initiatives, partnerships, and diversity, equity, inclusion, and accessibility (DEIA) efforts of each unit.

Faculty Development

Key Accomplishments

- **Artificial Intelligence Series:** A comprehensive series on the impact of artificial intelligence, coordinated by Tina Huey, was offered to faculty, fostering awareness of emerging educational technologies.
- **Course Design Retreat:** Collaborated with CCC+, eCampus, and EdTech to organize and facilitate a retreat attended by over 60 faculty members working on new or revised Common Curriculum courses.
- **New Faculty Orientation:** Worked with the Office of the Provost to plan and deliver New Faculty Orientation in August, ensuring new instructors are well-prepared.
- **Mobile Summer Institute:** Hosted a Mobile Summer Institute on Scientific Teaching and Transformation, focusing on equity and inclusion to enhance student success.

New Initiatives

- Developing a workshop series on teaching approaches to support neurodiverse students in collaboration with partners.
- Partnering with Media Production to create informational videos tailored for new faculty orientation.
- Revising the University Teaching Award facilitation process, with nominations forthcoming.
- Collaborating with OAPA to assist faculty in assessing student learning.

Partnerships and DEIA Faculty Development integrates DEIA principles into all initiatives, ensuring equity and inclusion are at the forefront of programming and collaboration.

Office of Academic Program Assessment (OAPA)

Key Accomplishments

- **Comprehensive Program Assessment:** Integrated all undergraduate programs lacking specialized accreditation into the assessment process, which included defining objectives, mapping curricula, and establishing performance indicators.
- **Culture of Assessment:** Fostered a culture of assessment through peer engagement via fellowships and the University Student Learning Assessment Committee.
- **Graduate Objectives:** Partnered with the Graduate School to define institution-level graduate objectives and develop assessment processes.
- **Faculty Leadership Opportunities:** Provided faculty assessment fellowships to encourage leadership in advancing educational effectiveness.
- **Annual Assessment Institute:** Hosted the third annual institute with over 100 attendees, featuring UConn faculty-led sessions.

New and Future Initiatives

- **UASCEND Project:** Secured anticipated funding of \$300k from the Davis Foundation for the UConn Advancing Structural Consistency through Educational Networks and Design (UASCEND) project to enhance faculty and program-level skills in designing effective assessments.
- **Common Curriculum Assessment:** Preparing to lead the assessment of general education activities as the Common Curriculum launches this fall.
- **Specialized Accreditation Support:** Expanding support to programs with specialized accreditation needs.
- Collaborating with non-academic units on assessment initiatives and leading NECHE Standard 8 self-study activities.

Partnerships

- Collaborating with Institutional Research to enhance data access for educational assessment.
- Partnering with Student Affairs to identify alignment opportunities.
- Supporting health-related programs through a learning community to address shared challenges in specialized accreditation.

DEIA

- Focused on advancing student learning for all demographics and modalities, with an emphasis on reducing disparities in retention, graduation, and DFW rates.
 - Leveraged disaggregated data to highlight inequities in student outcomes and promote targeted interventions.
-

EdTech

Key Accomplishments

- **HuskyCT Transition:** Between Spring 2024 and into Fall 2024, EdTech staff conducted over 300 direct consultations with faculty to assist in transitioning their courses in HuskyCT from Original to the new Ultra Course View (UCV). This averaged ~20 meetings per week and ~80 per month.
- All 1000- and 2000-level courses in HuskyCT transitioned to UCV for Fall 2024, with the exception of certain Physics lab courses requiring features not yet supported by UCV.
- Focused on the 25 highest-enrollment courses to ensure instructors received ample assistance with their UCV transition.
- Implemented a direct booking system to simplify faculty scheduling for consultations.
- Developed over 80 short tutorial videos on various HuskyCT features and tasks.
- Trained four new EdTech student staff on HuskyCT, who are now available for faculty consultations.

New Initiatives

- Reaching out to specific departments, deans, and regional campus directors for focused faculty workshops.

Partnerships

- Advised CETL colleagues on the UCV transition.
- Collaborated with eCampus staff on UCV features and transition processes.
- Maintained close collaboration with the HuskyCT team, particularly ITS staff, during the UCV transition.

DEIA

- Worked with the Center for Students with Disabilities (CSD) and ITS Accessibility Coordinator to ensure technology accessibility and accommodations.
 - Advised CSD tech staff on UCV and LockDown Browser features supporting accessibility.
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eCampus

Key Accomplishments

- Collaborated with ITS and EdTech on the successful mass course migration from Learn to Ultra.
- Developed 64 new online courses for Summer Session and graduate degree and certificate programs.

- Provided pop-up support for developing "Confronting Anti-Muslim Racism" and facilitated the transition of pop-up support to Senate oversight.

New Initiatives

- Developing Online Course Teaching Awards to recognize excellence in online pedagogy.

Partnerships

- Supported Academic Program Development for non-credit and graduate certificate programs.
- Partnered with the Center for Career Readiness to integrate career competencies into online courses.
- Collaborated on the eCampus Accessibility Checklist with IT Accessibility and CSD.
- Worked closely with ITS and EdTech on Ultra implementation.

DEIA

- Created the eCampus Accessibility Checklist to guide DEIA efforts in online and mixed-mode courses.
-

Media Production

Key Accomplishments

- Collaborated with eCampus Learning Developers and Instructional Designers to provide editing and captioning support for developed courses and programs.
- Produced a series of videos for new faculty in collaboration with Faculty Development, featuring Deans and Department Heads and highlighting resources and services for faculty.
- Removed over 60 high-consumption tungsten and halogen lighting fixtures in the Jorgensen recording studio, replacing them with energy-efficient fixtures, significantly reducing electricity use and ventilation demands.
- Reconfigured the Jorgensen studio control room by removing obsolete multicamera switching equipment and wiring, creating a space better suited for current needs.
- Consulted and made recommendations to various departments on video/photo equipment and software usage.

New and Future Initiatives

- Expanding the photo database to showcase CETL initiatives for social media sharing.
- Producing videos to support the anticipated \$300k Davis Foundation grant for the UASCEND project.
- Collaborating with Fine Arts and DMD staff to upgrade DMX lighting control consoles.

Partnerships

- Partnered with DMD to maintain a shared calendar and implement locked equipment storage protocols for the Jorgensen studio.
- Regularly met with eLearning and Continuing Education leaders to assess and plan course support needs.

DEIA

- Coordinated with AVT staff and Kaltura liaison to provide Spanish captions for select videos.
 - Submitted and quality-checked closed captioning for courses, including Systems Engineering and Farm Risk Management.
 - Consulted with UConn Communication Access & Interpreting Services to create embedded captions for social media videos.
 - Collaborated with Jorgensen and facilities staff to plan for the installation of an accessibility lift to make the studio space mobility accessible.
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Conclusion

CETL's units demonstrate a robust commitment to advancing teaching and learning through collaboration, innovation, and a focus on equity and inclusion. Collectively, their efforts contribute to UConn's mission of fostering academic excellence and student success across all modalities and demographics.

Office of Undergraduate Advising – February 2025 Senate Update

Overview

The Office of Undergraduate Advising collaborates with faculty and staff across UConn's campuses to enhance undergraduate advising efforts and promote student success through equitable and inclusive practices, collaborative partnerships, innovative problem solving, and data-driven decision making. We provide strategic leadership and support for our institutional strategic plan and student success goals, in partnership with our school/college and regional campus advising teams and valued campus partners.

Undergraduate Advising at UConn: Mission and Vision

Mission: Academic advising is rooted in UConn's mission of teaching, learning, and student success. Advising is a series of collaborative and purposeful interactions that teach and empower undergraduates to be independent decision makers and self-advocates as they pursue their unique educational, professional, and personal goals.

Vision: Through relationships with both students and campus partners, UConn's advisors equip students with equitable and inclusive access to knowledge, resources, and opportunities; teach students the skills requisite for navigating the university environment; reduce barriers to academic success and persistence; and facilitate the growth and development of today's leaders and global citizens.

By the Numbers

- 938 undergraduate advisors across all campuses (as of 1/2025)
 - 833 faculty advisors, 99 professional staff advisors, and 6 other employees (emeritus, special payroll, graduate assistants)

Key Accomplishments

- Professional staff advising teams delivered academic onboarding, education, and course registration/planning via New Student Orientation to our largest first-year student class ever in Summer 2024
 - More than 6,400 students across five campuses (an increase of 11.8% from Fall 2023 and 18.2% since Fall 2021), with no growth in professional advising staff during this time
- Collaboratively built a shared mission and vision for undergraduate advising *across* UConn, in partnership with school/college and regional advising directors, to articulate our shared goals, value, and impact across all five campuses
- Continued targeted and personalized outreach for all unregistered first-year students prior to each term, contributing significantly to our 92% first-year retention rate at Storrs
 - As of 1/28/25, more than 97.5% of first-year Storrs students and 90.5% of regional first-year students are registered for their second semester at UConn (led by 94.0% at Hartford)

- Completed a comprehensive review of UConn’s academic standing and dismissal processes, leading to critical changes in terminology (i.e., replaced “Scholastic Probation” with “Academic Notice”), required time away after dismissal, student support systems, and related Senate By-Laws
- Honored our outstanding staff and faculty advisors with advising awards in Spring 2024: Abigail Clark (Nursing; previously Hartford), Jenna Hartwell (Economics; previously Waterbury), Kristen Dostaler (CAHNR), and Vida Samuel (HDFS faculty, Stamford)

New Initiatives

- The Undergraduate Advising Microgrant initiative enabled our office to support regional and school/college advising teams in scaling and enhancing their work. Funded projects launched a pilot faculty advising fellows model, provided advisor coaching training, and improved support for regional students through initiatives such as campus change, Spring to Storrs, and "Advising Everywhere" programs

Partnerships

- Established key working groups and continued collaborative efforts to support students readmitted after dismissal, campus change students, and cross-campus communications efforts

DEI

- Adapted and grew our advising professional development series, which includes over twenty programs each year targeting topics such as building quality faculty advising, developing connections with campus partners, supporting students in academic difficulty, and growing culturally competent advising practices

Future Priorities

- Addressing growth in professional staff advisor caseloads and responsibilities, in tandem with developing sustainable solutions to address increases in undergraduate enrollment and student needs
- Exploring faculty advising roles, responsibilities, and caseloads, enabling meaningful rewards and recognition for quality advising across all schools/colleges and regionals
- Ensuring equitable access to faculty advising for all undergraduate students
- Developing additional supports, course modules, and engagement checkpoints for academically at-risk students and those on academic notice
- Building comprehensive and structured onboarding and training resources for all new faculty and staff advisors, ensuring they are well-equipped with the knowledge, tools, and support necessary to effectively advise students.
- Exploring growth opportunities for the Bachelor of General Studies (BGS) program, given the 385,000+ individuals in Connecticut with some college but no degree