

**University Senate Meeting**  
**December 1, 2025**  
**Student Union Ballroom (330/331) and Hybrid (via WebEx)**

Moderator **Siegle** called the meeting to order at 4:03 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**

A motion was made by Senator **Day** and seconded by Senator **Jockusch** to approve the minutes of the November 3, 2025 Meeting of the University Senate. The minutes were approved as distributed.

### **2. Report of the President**

Attachment #1

Presented by President Maric

President **Maric** began by expressing appreciation to everyone for where we are as an institution during these unprecedented times. This is a time that requires us to be creative, resilient, and to think what is next for the University in order to deliver an excellent education for our students.

President **Maric** then shared their PowerPoint presentation to review the University’s operational priorities, but also what is happening at the federal level and what can be expected so that the University can prepare.

Moderator **Siegle** asked if there were any questions.

Senator **Morrell** wanted to give the President an opportunity to address the effects of the five-year fiscal plan and the rescissions that are happening to permanent ledger 2 budgets in some of the schools and colleges with questions being asked as to whether it is sustainable and its effects. President **Maric** acknowledged the importance of keeping up the morale of the faculty, staff and students while also stating that this has been an unprecedented year for all of higher education

nationwide. President **Maric** has been working with a number of departments to enhance the fundraising efforts of the University and the Provost is working with others to look at programs that can be sunset in order to free up faculty who can work in other areas that are experiencing increased enrollment. Unfortunately, with the uncertainty of the federal government at this time, the University needs to find other ways to support our priorities. President **Maric** welcomed Interim Provost **Alpay** to share any additional thoughts. Interim Provost **Alpay** stated that with budget issues in nearly every unit, the administration is working closely with every dean to address these budget issues.

Senator **Weingart** asked about the feeling of a disconnect regarding class sizes as students have conveyed that they are deciding to leave due to classes being larger than expected, while faculty are being told to increase their class sizes and they are wondering what the goal is from an educational standpoint. Moderator **Siegle** recognized V.P. Amy **Gorin**, who stated that there are exceptions in place within the policy for studio classes and other classes that by their nature need to be smaller in size.

Senator **Jockusch** mentioned that with class sizes increasing greatly, exemplifying introductory STEM classes likely not being under 200 students per class, and teaching assistant support decreasing, how can we deliver the experience that the students deserve? President **Maric** referred this question to V.P. **Gorin**, who encouraged looking into the strategic enrollment management plan that is analyzing these types of issues and really focusing on the student experience and advocating for high impact practices to be integrated throughout the curriculum in a student's experience.

Senator **Fernandes** asked when the Senate could expect to see the details of the SEM Plan and **Phil Hunt** stated that this is currently being worked on now and will be sharing this soon.

Senator **Bresciano** asked for the minimum level of service that each student should have access to, regardless of whether they are undergraduate, graduate, online, in-person, at the Storrs campus or at a regional campus. **Phil Hunt** stated this one question is at the center of all the conversation and this is what the President has been asking the team to identify, the cost to educate a student and what are the services. President **Maric** stated that there is work at this is going on now to be sure that services are being provided to all students at all campuses.

Senator **Cutter** asked about what safeguards the University is putting in place to encourage retention and provide support to students with unexpected financial difficulties. President **Maric** stated that the University has provided a means for students to reach out for assistance by way of a QR code, posted in the Student Union and Residence Halls, where students can identify the need for financial, academic or other forms of help along with other means of supporting students.

Senator **Lozano-Robledo** asked if this is the first round of cuts that will be coming for 5 years, then what else will be cut and how will this effect the quality of the education and resources that the students will have moving forward. President **Maric** stated they would like to have Interim Provost **Alpay** present at the next Senate Meeting, once all the site visits have been completed, in order to share the real data versus what has been perceived, as there has been a lot of talk about the perception of how things are within the University but it would be helpful to be able to discuss this once the facts are clear.

Senator **Terni** asked about the impact of the upcoming dramatic cuts as it relates to the management of student services and the substantial burden this will put on faculty and staff. President **Maric** deferred to Interim Provost **Alpay**, who stated that the state and federal support are both less and all are trying to do the best that they can and it is not going to be easy for any of us for the next few years. There will be less support and slightly larger class sizes, but please know that the administration is working diligently to address these concerns and protect jobs.

Senator **Cooley** mentioned that post-COVID faculty are finding that they have to slow down and teach basic concepts more now than before, which is requiring a significant change to the curriculum in order to adapt and making it harder to accomplish with increases to class size. President **Maric** stated that this is a valid observation and they are looking at bridge programs as a tool to help students.

Senator **Bazzi** expressed concern about recruiting and retaining graduate students at the University, given that funds are limited and the IDC returns have been removed from dean/faculty members, so there are a lack of funds to recruit. If this continues, it could reach a catastrophic point of shrinking the graduate student body, which means that we're shrinking our research outcomes and could then affect our rankings and so on. President **Maric** stated that they are aware that these are all valid points, and this emphasizes the need for more fundraising and for the deans and departments to use Foundation funds when possible and appropriate.

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

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

Attachment #2

Presented by Bob Day, Senate Executive Committee Chair

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

**4. Consent Agenda Items**

Attachment #3

C & C Report

By voice vote, the consent agenda passed.

**5. Senate Elections 2026-2027 Update**

Attachment #4

Presented by Tom Bontly, Nominating Committee Chair

Senator **Bontly** shared the updates to the University By-Laws as it relates to the membership of the Senate, which was detailed on the PowerPoint presentation.

\* Moderator **Siegle** called for any new business and Senator **Bush** stated that they had new business to bring to the Senate.

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

Moderator **Siegle** recognized Senator **Morrell** who called to revise the agenda to bring forward the Regional Campus Strategic Initiatives Update so that there was sufficient time for this presentation and this was done with the permission of the Senate.

**6. Regional Campus Strategic Initiatives Update**

Attachment #5

Presented by Vice Provost for Health Sciences and Interdisciplinary Initiatives Amy Gorin

V.P. **Gorin** gave a PowerPoint presentation to provide these updates.

Moderator **Siegle** asked if there were any questions.

Senator **Ghimire** asked about the projected decrease of 17% for high school graduates, as they would normally expect the number to increase, and V.P. **Gorin** stated that this is based on the projected birth rate data for the Northeast.

Senator **Ginsberg** stated that they have seen the increase of class sizes, where they are based at the Stamford campus, but have not seen an expansion of space. Rooms have to be reserved months in advance, if not a year in advance, and the only improvements they have seen to the buildings in the 15 years they have been at UConn have been because a building has been cited for being out of compliance. They asked if there were any thoughts or consideration for more buildings or other space at the Stamford campus. V.P. **Gorin** stated that as part of this process they have been doing capacity analysis and are advocating for increasing the instructional and residential space at the Stamford campus if they are going to continue to grow there.

Moderator **Siegle** thanked V.P. **Gorin** for their presentation.

**7. Resolution to Amend the By-Laws, Rules & Regulations of the University Senate, Academic Notice Language Updates** Attachment #6

Presented by Senate Scholastic Standards Committee Co-Chairs Lindsay Cummings and Jennifer Terni

Senator **Cummings** presented the resolution in order to remove any reference from the Senate By-Laws of "scholastic standing" or "scholastic probation" and replace these terms with "academic standing" and "academic notice" respectively, as indicated in the materials distributed prior to the meeting.

Moderator **Siegle** indicated that this would require a super-majority vote of 2/3<sup>rd</sup> approval and called for the vote. The amendment to the By-Laws passed unanimously by voice vote.

**8. Resolution to Amend the By-Laws, Rules and Regulations of the University Senate, Article II.F.1 (Part-Time Dean's List)** Attachment #7

Presented by Senate Scholastic Standards Committee Co-Chairs Lindsay Cummings and Jennifer Terni

Senator **Cummings** presented the second resolution to amend the By-Laws Article II.F.1 Part-Time Dean's List, which is only being provided for information at this meeting and will be voted on at the next meeting.

Moderator **Siegle** asked if there were any questions.

Senator **Rivers** asked if this would require enrollment in both semesters and Senator **Cummings** stated that this is what is being proposed and the way that it is written now is that a student has to be enrolled in the Spring to be on Dean's List part-time because only Spring credits count.

Senator **Jockusch** asked about operationalizing this, where it says that it must fall in the upper quartile of their school or college based on the mean fall and spring school college GPA data, but does that need to be in the upper core tile of both of those or is that averaged and Senator **Cummings** stated that those would be averaged and calculated from there.

Senator **Subramanian** asked if this could be by semester rather than on an annual basis. Senator **Cummings** stated that they wanted to have it represent the greatest part of a part-time student's work with the inclusion of at least twelve credits.

### **9. Resolution to Amend the By-Laws, Rules and Regulations of the University Senate, Article II.A.1 (Admissions; Minimum Requirements)** Attachment #8

Presented by Senate Scholastic Standards Committee Co-Chairs Lindsay Cummings and Jennifer Terni

Senator **Cummings** then presented the third resolution on behalf of the Senate Scholastic Standards Committee to amend the By-Laws Article II.A.1 Admissions: Minimum Requirements, which is only being provided for information at this meeting and will be voted on at the next meeting.

Moderator **Siegle** thanked Senator **Cummings** for their presentation and reiterated that these amendments would be voted on at the February meeting.

### **10. CCC Omnibus By-Law Proposal**

Attachment #9

Presented by Common Curriculum Committee Chair Jamie Kleinman

Senator **Kleinman** presented the Common Curriculum Committee Omnibus By-Law Proposal, which is only being provided for information at this meeting and will be voted on at the February 2026 meeting.

Moderator **Siegle** asked if there were any questions.

Senator **Shaefer** asked if a course has more than one course code can it be taken more than once and Senator **Kleinman** stated that they were unsure about cross-listed courses. Senator **Rivers** indicated that the act of cross-listing a course indicates that it is the same course and the content is the same and Senator **Kleinman** indicated that given this, a cross-listed course could only be taken once.

Senator **Cummings** stated a concern with TOI 1 classes because there is an added grading labor that tends to come with creative work and it may be difficult to

maintain this TOI with increasing class sizes and decreasing TAs or other practical elements, so they proposed an editorial change the language of this proposal. Senator **Kleinman** stated that they would work to make adjustments prior to the February meeting.

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

## 11. New Business

Senator **Bush** made a motion for the Senate to establish an ad hoc task force on the effects of budget cuts on academic units and Senator **Cutter** seconded the motion. Discussion followed.

Senator **Morrell** made a motion to postpone the new business motion to the February 2026 Senate Meeting and Senator **Kleinman** seconded the motion. Discussion followed.

Moderator **Siegle** called for a vote on the postponement of the motion.  
Motion to Postpone the New Business Motion to the February 1, 2026 Senate Meeting: 30 YEA; 21 NAY; 1 ABSTAIN

## 12. Adjournment

Senator **Morrell** made a motion to adjourn.  
Senator **Bontly** seconded.  
Motion passed unanimously.  
The meeting was adjourned at 6:18 p.m.

Respectfully Submitted,  
Christine S. North  
Secretary of the University Senate, 2021-2026

## SENATE EXECUTIVE COMMITTEE

Robert Day, Chair  
Alexis Boylan  
Karen Bresciano  
Erin Ciarimboli  
Jennifer Dineen

Sandy Grande  
Michael Morrell  
Sarira Motaref  
Morty Ortega  
Del Siegle

Sandi Roy, GSS President  
Leo Gold, GSS Vice President  
Tyler Sowers, USG Avery Point  
Andy Zhang, USG Storrs

**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**December 1, 2025**

**I. Revised 1000- and 2000-level Courses**

1. ME 2232 Engineering Thermodynamics (Revise prerequisites)

*Current Catalog Copy*

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. Not open for credit to students who have passed ME 2233 or ME 2234.

*Revised Catalog Copy*

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 CHEM 1147Q 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. Not open for credit to students who have passed ME 2233 or ME 2234.

2. ME 2250 Fluid Dynamics I (Revise prerequisites)

*Current Catalog Copy*

ME 2250. Fluid Dynamics I (3 Credits)

Laws of conservation of mass, momentum, and energy in fluid systems, fluid statics, dimensional analysis, incompressible, inviscid and viscous flows, internal and external flows. Formerly offered as ME 3250.

Enrollment Requirements: ME 2232E or ME 2233; MATH 2110Q. Corequisite: MATH 2410Q. May not be taken for credit after passing CE/ENVE 3120. May not be taken out of sequence after passing ME 3242, 3251, 3270, 3275, 3276, 3280, or 4972.

*Revised Catalog Copy*

## ME 2250. Fluid Dynamics I (3 Credits)

Laws of conservation of mass, momentum, and energy in fluid systems, fluid statics, dimensional analysis, incompressible, inviscid and viscous flows, internal and external flows. Formerly offered as ME 3250.

Enrollment Requirements: ME 2232 or ME 2233; MATH 2110Q. MATH 2410Q which may be taken concurrently. May not be taken for credit after passing CE/ENVE 3120.

May not be taken out of sequence after passing ME 3242, 3251, 3270, 3275, 3276, 3280, or 4972.

**II. Revised S/U Graded Courses**

## 1. ACCT 4881 Internship in Accounting (Revise credit range)

*Current Catalog Copy*

## ACCT 4881. Internship in Accounting (Credits 1-6)

Designed to provide students with an opportunity for a supervised internship. Students will work with one or more professionals in their major academic area. Student performance will be evaluated on the basis of an appraisal by the field supervisor and an appropriate summative activity submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Enrollment Requirements: ACCT 2101 or BADM 2101; ACCT 3201 or BADM 3201, and at least three credits of 3000-level ACCT courses; consent of instructor and department head; open only to Business majors of junior or higher status.

*Revised Catalog Copy*

## ACCT 4881. Internship in Accounting (Credits 1-3)

Designed to provide students with an opportunity for a supervised internship. Students will work with one or more professionals in their major academic area. Student performance will be evaluated on the basis of an appraisal by the field supervisor and an appropriate summative activity submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Enrollment Requirements: ACCT 2101 or BADM 2101; ACCT 3201 or BADM 3201, and at least three credits of 3000-level ACCT courses; consent of instructor and department head; open only to Business majors of junior or higher status.

## 2. POLS 1301 Career Development for Political Science Majors (Revise from Letter Graded to S/U Graded)

*Current Catalog Copy*

## 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.

*Revised Catalog Copy*

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.

Grading: S/U

### III. New UNIV Courses

1. UNIV 4610 Showcasing your Competencies: Crafting Pre-Health Applications  
*Proposed Course Description*  
UNIV 4610. Showcasing your Competencies: Crafting Pre-Health Applications (2 Credits)  
Seminar on the reflective and practical aspects of preparing for health professions applications. Key issues in the pre-health journey, emphasizing the articulation of values, motivations, strengths, and experiences.  
Enrollment Requirements: Instructor consent required. Students who have passed UNIV 4611 may earn only one credit for UNIV 4610. Students may only earn a total of 2 credits for passing any combination of UNIV 4610, 4611, and 4612. Not open for credit to students who have passed UNIV 3995 when offered as “Showcasing your Competencies: Crafting Pre-Health Applications.”
2. UNIV 4611 Showcasing your Competencies: Crafting Pre-Health Applications, Part 1  
*Proposed Course Description*  
UNIV 4611. Showcasing your Competencies: Crafting Pre-Health Applications, Part 1 (1 Credit)  
First in a 2-part seminar series on the reflective and practical aspects of preparing for health professions applications. Key issues in the pre-health journey, emphasizing the articulation of values, motivations, strengths, and experiences.  
Enrollment Requirements: Instructor consent required. Not open for credit to students who have passed UNIV 4610 or UNIV 3995 when offered as “Post-Baccalaureate Seminar: Preparing for Health Professions I,” “Showcasing your Competencies: Crafting Pre-Health Applications, Part 1”, or “Showcasing your Competencies: Crafting Pre-Health Applications.”
3. UNIV 4612 Showcasing your Competencies: Crafting Pre-Health Applications, Part 2  
*Proposed Course Description*  
UNIV 4612. Showcasing your Competencies: Crafting Pre-Health Applications, Part 2 (1 Credit)

Follows UNIV 4611. Key issues in the pre-health journey, emphasizing letters of recommendation, selecting schools, personal statements, and secondary essays.  
Enrollment Requirements: UNIV 4611, instructor consent required. Not open for credit to students who have passed UNIV 4610 or UNIV 3995 when offered as “Post-Baccalaureate Seminar: Preparing for Health Professions I,” “Showcasing your Competencies: Crafting Pre-Health Applications, Part 1”, or “Showcasing your Competencies: Crafting Pre-Health Applications.”

#### IV. New Common Curriculum Courses

1. ARAB 1741 Arabic Songs and Lyrics (CA1, CA4INT, TOI1, TOI2)  
*Proposed Catalog Copy*  
ARAB 1741. Arabic Songs and Lyrics (3 Credits)  
Study of 20th- and 21st-century Arab culture through exploration of songs, lyrics, music, and poetry. No background in music or Arabic language required. Taught in English.  
Content Areas: CA1, CA4INT  
Topics of Inquiry: TOI1, TOI2
2. DRAM/AAAS 2137 Asian American Theatre and Performance (CA1, CA4, TOI1, TOI2)  
*Proposed Course Description*  
DRAM 2137. Asian American Theatre and Performance (3 Credits)  
(Also offered as AAAS 2137.) Study of Asian American history and culture through the lens of theatre and performance, highlighting the medium's strength in expressing complex identities.  
Content Areas: CA1, CA4  
Topics of Inquiry: TOI1, TOI2  
  
AAAS 2137. Asian American Theatre and Performance (3 Credits)  
(Also offered as DRAM 2137.) Study of Asian American history and culture through the lens of theatre and performance, highlighting the medium's strength in expressing complex identities.  
Content Areas: CA1, CA4  
Topics of Inquiry: TOI1, TOI2
3. GSCU/HIST 2545 The American Suburb: History, Power, Design (CA1, TOI1, TOI3)  
*Proposed Course Description*  
GSCU 2545. The American Suburb: History, Power, Design (3 Credits)  
(Also offered at HIST 2545.) Examines the origins and development of American suburbs and their contemporary economic, social, and environmental dynamics. Particular attention is devoted to links between these dynamics and the history and future of suburban planning and design.  
Content Areas: CA1

Topics of Inquiry: TOI1, TOI3

HIST 2545. The American Suburb: History, Power, Design (3 Credits)

(Also offered at GSCU 2545.) Examines the origins and development of American suburbs and their contemporary economic, social, and environmental dynamics.

Particular attention is devoted to links between these dynamics and the history and future of suburban planning and design.

Content Areas: CA1

Topics of Inquiry: TOI1, TOI3

4. HDFS 2002 Diverse Family Structures in the United States (CA4, TOI3)

*Proposed Course Description*

HDFS 2002 Diverse Family Structures in the United States (3 Credits)

Examination of current and historical diversity of family structures in the U.S., including single-caregiver, two-caregiver, multiple-caregiver, and nonbiological-caregiver families; families with and without children; multigenerational families; and extended kinship structures. Intersections of family structures with race, ethnicity, socioeconomic status, and sexual/gender identities. Ways that historical and current laws, policies, and cultural norms shape family structures, and the predictors, characteristics, and outcomes of diverse family structures for individuals and families.

Content Areas: CA4

Topics of Inquiry: TOI3

5. HEJS 2100 Antisemitism: Past and Present (CA1, CA4INT, TOI2, TOI3)

*Proposed Course Description*

HEJS 2100 Antisemitism: Past and Present (3 Credits)

Consideration of Jews as a foil for western, particularly western Christian identities. The role that anti-Judaism and anti-Semitism have played in western culture from the ancient period to the present day. Representations of Jews, shifting and long-lasting fears and suspicions about Jews, and the impact of anti-Judaism and anti-Semitism on the development of conceptions of race and difference in western societies.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI2, TOI3

6. HEJS/ARIS 2401 Jews, Arabs, and the Modern World (CA1, CA4INT, TOI2, TOI3)

*Proposed Course Description*

HEJS 2401 Jews, Arabs, and the Modern World (3 Credits)

(Also offered as ARIS 2401.) Introduction to the major political, cultural, and religious debates faced by Arabs and Jews as they positioned themselves within and against European models of modernity; consideration of how conceptions of “the Arab” and “the Jew” took shape in the modern period; comparison of 18th-, 19th-, and 20th-century Arab

and Jewish thinkers and social movements.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI2, TOI3

ARIS 2401 Jews, Arabs, and the Modern World (3 Credits)

(Also offered as HEJS 2401.) Introduction to the major political, cultural, and religious debates faced by Arabs and Jews as they positioned themselves within and against European models of modernity; consideration of how conceptions of “the Arab” and “the Jew” took shape in the modern period; comparison of 18th-, 19th-, and 20th-century Arab and Jewish thinkers and social movements.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI2, TOI3

7. HIST 2105W History Through Film (CA1, TOI2, TOI5, W)

*Proposed Catalog Copy*

HIST 2105W. History Through Film (3 Credits)

An exploration of the ways in which film can communicate complex cultural, historical, and political ideas. Topics may include film's ability to translate philosophical and religious ideas, portray accurate or revisionist history, play a role in subverting or critiquing the social and political status quo, and act as a chronicler of change.

Enrollment Requirements: ENGL 1007 or 1010 or 1011

Content Areas: CA1

Topics of Inquiry: TOI2, TOI5

Skill Areas: W

8. PHIL 1114 Ethics, Markets, and Society (CA1, TOI3, TOI5)

*Proposed Course Description*

PHIL 1114 Ethics, Markets, and Society (3 Credits)

Ethical questions concerning market and business activities. Topics may include corporate purpose and responsibility; conflicts of interest and whistleblowing; distributive justice in the workplace; global sweatshops and exploitation; workplace democracy; price gouging; and societal and environmental impacts of business.

Content Areas: CA1

Topics of Inquiry: TOI3, TOI5

9. Motion to add (M. Hatfield, A. Perez-Meneses) POLS 3480 Ending War and Building Peace (CA2, TOI5)

*Proposed Course Description*

POLS 34XX Ending War and Building Peace (3 Credits)

The politics of conflict management, war termination, and building durable peace.

Enrollment Requirements: Not open for credit to students who have passed POLS 2998

when offered as “Ending War and Building Peace.”

Content Areas: CA2

Topics of Inquiry: TOI5

## V. Revised Common Curriculum Courses

1. ENGL 2605/W Capitalism, Literature, and Culture [Adding TOI-3 to CA1, TOI-5, W]

*Proposed Catalog Copy*

ENGL 2605. Capitalism, Literature, and Culture

How capitalism and its alternatives have been critiqued and defended through literature and other cultural forms. CA 1.

Content Areas: CA1

Topics of Inquiry: TOI5

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

ENGL 2605W. Capitalism, Literature, and Culture

How capitalism and its alternatives have been critiqued and defended through literature and other cultural forms. CA 1.

Skill Areas: W

Content Areas: CA1

Topics of Inquiry: TOI5

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

*Revised Catalog Copy*

ENGL 2605. Capitalism, Literature, and Culture

How capitalism and its alternatives have been critiqued and defended through literature and other cultural forms.

Content Areas: CA1

Topics of Inquiry: TOI3, TOI5

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

ENGL 2605W. Capitalism, Literature, and Culture

How capitalism and its alternatives have been critiqued and defended through literature and other cultural forms.

Skill Areas: W

Content Areas: CA1

Topics of Inquiry: TOI3, TOI5

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

2. HDFS 3103 Adolescent Development (Add CA2, TOI1, TOI3)

*Current Catalog Copy*

**HDFS 3103. Adolescent Development (3 Credits)**

Theoretical approaches to adolescence; contextual research findings regarding adolescent development, with an emphasis on evaluating the match between these findings and the lived experience of adolescents; interventions designed to help adolescents meet the challenges of contemporary life.

Enrollment Requirements: HDFS 2100, or PSYC 2400; HDFS 2004, or NURS 3205, or PSYC 2100Q, or SOCI 3201, which may be taken concurrently; open to juniors or higher. May not be taken out of sequence after passing HDFS 3341.

*Revised Catalog Copy***HDFS 3103. Adolescent Development (3 Credits)**

Theoretical approaches to adolescence; contextual research findings regarding adolescent development, with an emphasis on evaluating the match between these findings and the lived experience of adolescents; interventions designed to help adolescents meet the challenges of contemporary life.

Enrollment Requirements: HDFS 2100, or PSYC 2400; HDFS 2004, or NURS 3205, or PSYC 2100Q, or SOCI 3201, which may be taken concurrently; open to juniors or higher. May not be taken out of sequence after passing HDFS 3341.

Content Areas: CA2

Topics of Inquiry: TOI1, TOI3

**3. HDFS 3249 Gender and Aging (Add CA2, TOI3, TOI5)***Current Catalog Copy***HDFS 3249. Gender and Aging (3 Credits)**

Aging process as it impacts on men and women; historical and cross-cultural perspectives, changing family roles, including grandparenthood and widowhood, and implications of changing gender roles for self-actualization of older persons.

Enrollment Requirements: Open to juniors or higher.

*Revised Catalog Copy***HDFS 3249. Gender and Aging (3 Credits)**

Aging process as it impacts on men and women; historical and cross-cultural perspectives, changing family roles, including grandparenthood and widowhood, and implications of changing gender roles for self-actualization of older persons.

Enrollment Requirements: Open to juniors or higher.

Content Areas: CA2

Topics of Inquiry: TOI3, TOI5

**4. HDFS/WGSS 3277 Issues in Human Sexuality (Add CA2, TOI2, TOI5)***Current Catalog Copy***HDFS 3277. Issues in Human Sexuality (3 Credits)**

(Also offered as WGSS 3277) Contemporary issues concerning human sexuality; impact upon individuals and family units.

Enrollment Requirements: Open to juniors or higher.

WGSS 3277. Issues in Human Sexuality (3 Credits)

(Also offered as HDFS 3277) Contemporary issues concerning human sexuality; impact upon individuals and family units.

Enrollment Requirements: Open to juniors or higher.

*Revised Catalog Copy*

HDFS 3277. Issues in Human Sexuality (3 Credits)

(Also offered as WGSS 3277) Contemporary issues concerning human sexuality; impact upon individuals and family units.

Enrollment Requirements: Open to juniors or higher.

Content Areas: CA2

Topics of Inquiry: TOI2, TOI5

WGSS 3277. Issues in Human Sexuality (3 Credits)

(Also offered as HDFS 3277) Contemporary issues concerning human sexuality; impact upon individuals and family units.

Enrollment Requirements: Open to juniors or higher.

Content Areas: CA2

Topics of Inquiry: TOI2, TOI5

5. HDFS 3520 Legal Aspects of Family Life (Add CA2, TOI5)

*Current Catalog Copy*

HDFS 3520. Legal Aspects of Family Life (3 Credits)

Overview of historical roots and key aspects of family law. The case method is used to analyze the causes and effects of contemporary trends. Topics include: the regulation of marriage, separation, and divorce; procreation and abortion; adoption; child custody and support; and, end-of-life issues.

Enrollment Requirements: Open to juniors or higher.

*Revised Catalog Copy*

HDFS 3520. Legal Aspects of Family Life (3 Credits)

Overview of historical roots and key aspects of family law. The case method is used to analyze the causes and effects of contemporary trends. Topics include: the regulation of marriage, separation, and divorce; procreation and abortion; adoption; child custody and support; and, end-of-life issues.

Enrollment Requirements: Open to juniors or higher.

Content Areas: CA2

Topics of Inquiry: TOI5

6. ILCS 2101 The Italian Renaissance (Revise level, description, add CA4INT)

*Current Catalog Copy*

ILCS 1101 The Italian Renaissance (3 Credits)

A survey of Italian Renaissance civilization, with emphasis on literature and intellectual life. Taught in English. May not be used to meet the foreign language requirement. A knowledge of Italian is not required. CA 1.

Content Areas: CA1

Topics of Inquiry: TOI2, TOI5

*Revised Catalog Copy*

ILCS 2101 The Italian Renaissance (3 Credits)

A survey of Italian Renaissance civilization, with emphasis on literature, society, and intellectual life. Taught in English. Formerly offered as ILCS 1101.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI2, TOI5

7. SOCI 2701E Sustainable Societies (Adding TOI1 to CA2, E, TOI-4)

*Current Catalog Copy*

SOCI 2701E. Sustainable Societies

Sociological perspectives on the concepts of sustainability, focusing on issues of climate change mitigation and adaptation, including questions of social transitions based on concepts of social justice, biomimicry, permaculture and the future of life on earth. CA 2.

Content Areas: CA2

Topics of Inquiry: TOI4

Skill Areas: Environmental Literacy

*Revised Catalog Copy*

SOCI 2701E. Sustainable Societies

Sociological perspectives on the concepts of sustainability, focusing on issues of climate change mitigation and adaptation, including questions of social transitions based on concepts of social justice, biomimicry, permaculture and the future of life on earth.

Content Areas: CA2

Topics of Inquiry: TOI1, TOI4

Skill Areas: Environmental Literacy

**VI. Suspended Courses submitted by the UICC (Chair Approved)**

1. UNIV 2230 The BLACC Program, Black Leadership and Community Cultivation
2. UNIV 2500 Gender, Sexuality and Community

*Note: These courses were submitted to be suspended (formerly called “Archived”) in the system. They were chair approved by D. Valente and are being reported here for information only.*

## **VII. Policy Proposals (See Appendix 1 and 2)**

1. Cross-listing Limits
2. CC Restrictions on Special Topics and Variable Topics Shells

Respectfully Submitted by the 25-26 Senate Curricula and Courses Committee: Diego Valente (Chair), Pam Bedore (Ex-officio), Kristin Bott, Sally Chamberland (Ex-Officio), John Chandy, John Cooley, Amanda Crawford, Sarah Croucher (Ex-officio), Marc Hatfield, Jamie Kleinman, Edward Junhao Lim, Alvaro Lozano-Robledo, Matt McKenzie, Dan Mercier, Natalie Munro, Julian Norato, Gustavo Nanclares, David Ouimette, Andrea Perez-Meneses, Theodore Ramussen, Karen Skudlarek, Laura Wagner (USG), Terra Zuidema (Registrar alternate)

From the 11/6/25 and 11/20/25 meetings.

### **Appendix 1: Policy on Cross-listing Limits**

<b>Title</b>	Limit on the Number of Allowed Course Cross Listings
<b>Policy Owner</b>	Office of the Registrar
<b>Applies to</b>	Faculty
<b>Campus Applicability</b>	All Campuses
<b>Approval Date</b>	
<b>Effective Date</b>	
<b>For More Information Contact</b>	Office of the Registrar, Scheduling
<b>Contact Information</b>	860-486-3331
<b>Official Website</b>	<a href="https://registrar.uconn.edu/">https://registrar.uconn.edu/</a>

#### **BACKGROUND**

Restricting cross listings for individual courses ensures that interdisciplinary and cross-disciplinary courses are limited in focus. It ensures that cross listings are limited to active offerings, preventing the practice of approving cross listings that are then never used. This policy codifies longstanding limits.

This policy is supported and co-sponsored by the Common Curriculum Committee.

## **PURPOSE**

To establish reasonable limits on the number of cross-listed versions any one course can have in the catalog.

## **APPLIES TO**

This policy applies to any faculty member who proposes the creation of a course on behalf of their department and others.

## **DEFINITIONS**

**Cross-Listed Course:** An individual course that is listed under multiple subject-area codes.

## **POLICY STATEMENT**

Any individual course may have a maximum of four catalog subject-area listings at any one time.

Cross-listed courses are multiple subject-area designations for the same course, where each subject-area curriculum committee has approved the course to be offered under the relevant subject-area designation for their field of study. Cross-listed versions of a course are considered the same course for the purposes of prerequisites.

## **PROCEDURES**

Course requests are made through the Course Inventory Management (CIM) System.

All cross-listed subject areas should be identified on the CIM form and must be approved by the relevant subject-area committees.

Any course proposing more than four cross listings will be returned to the proposer for the cross listings to be reduced to a maximum of four.

## **POLICY HISTORY**

**Policy created:** 11/3/2025 (Approved by Common Curriculum Committee on 11/10/2025 and Senate Curricula and Courses Committee on 11/20/2025)

## **Appendix 2: Policy on CC Restrictions for Special Topics and Variable Topics Shells**

<b>Title</b>	Restrictions on Common Curriculum Designations for Special Topics (XX95) and Variable Topics (XX98) Shells
<b>Policy Owner</b>	Common Curriculum Committee
<b>Applies to</b>	Faculty
<b>Campus Applicability</b>	All Campuses
<b>Approval Date</b>	
<b>Effective Date</b>	
<b>For More Information Contact</b>	commoncurr@uconn.edu
<b>Contact Information</b>	commoncurr@uconn.edu
<b>Official Website</b>	<a href="https://commoncurriculum.senate.uconn.edu/">https://commoncurriculum.senate.uconn.edu/</a>

### **BACKGROUND**

The Common Curriculum Committee (CCC, formerly the General Education Oversight Committee) has long held the practice of not allowing Special Topics (XX95) course shells to carry general education (Common Curriculum) designations because of their often transitional nature. These shells are predominantly used to test out new courses that departments may want to offer on a permanent basis, and the offerings under them can vary widely, which is not conducive to assigning Common Curriculum attributes.

Variable Topics (XX98) course shells are similar in some ways to Special Topics courses, but different in others. Like Special Topics, Variable Topics iterations can often be a vehicle for topics that a department may not want to offer on a regular basis. Unlike Special Topics, they are generally a little more focused around a particular theme and do not vary as widely in subject matter.

That being said, there are a couple of concerns associated with both these types of shells:

1. Departments can generally add these shells to their catalog without going through the full C&C workflow, so they have less oversight.
2. Because these types of courses allow for a relatively broad array topics, they are generally repeatable for an infinite amount of amount of credits, which is not ideal for Common Curriculum courses, particularly because students can only use a course once for that purpose.

Because of oversight issues and the general unsuitability of Special Topics (XX95) and Variable Topics (XX98) course shells to carry Common Curriculum designations, then, the Common Curriculum Committee is establishing a formal policy to disallow these shells be assigned Common Curriculum

attributes. Departments may still offer Common Curriculum courses that are repeatable for credit under other permanent numbers aside from these.

### **PURPOSE**

To prohibit departments from applying Common Curriculum designations (TOIs, W, and Q) to Special Topics (XX95) and Variable Topics (XX98) course shells.

### **APPLIES TO**

This policy applies to any faculty member who proposes the creation of a Common Curriculum course on behalf of their department and others.

### **DEFINITIONS**

Per the [Curriculum Hub website](#):

- **Special Topics Courses** – Pilot offerings of new subject matter, often a precursor to a permanent course proposal.
- **Variable Topics Courses** – Used to offer courses that would not be regularly taught because they are 1) tied to current events (e.g. midterm elections) or 2) offered by visiting faculty members whose expertise is not generally available in the department.

### **POLICY STATEMENT**

Special Topics (XX95) and Variable Topics (XX98) course shells cannot carry Common Curriculum designations, including TOIs, Ws, and/or Qs.

Departments may still offer Common Curriculum courses that are repeatable for credit with a change in topic under other permanent numbers aside from these.

### **PROCEDURES**

Course requests are made through the Course Inventory Management (CIM) System.

Requests to add Special Topics (XX95) and Variable Topics (XX98) course shells carrying Common Curriculum designations will be denied by the Common Curriculum Committee and returned to the proposer to be proposed under a new number.

### **POLICY HISTORY**

**Policy created:** 11/3/2025 (Approved by Common Curriculum Committee on 11/10/2025 and Senate Curricula and Courses Committee on 11/20/2025)

# Scholastic Standards Committee

## To the University Senate

December 1, 2025

### Background:

During its regular meeting on April 1, 2024 the University Senate passed a motion presented by the Senate Scholastic Standards Committee initiating several changes to the By-laws, Rules & Regulations of the University Senate Article II. E. 13 Scholastic Standing & Dismissal. One of the changes that passed was to rename “scholastic standing” to “academic standing” and “scholastic probation” to “academic notice” moving forward. These by-law changes came into effect starting in the Fall 2024 semester. Subsequently, it was noticed that the old terms of “scholastic standing” and “scholastic probation” existed in other areas of the Senate By-Laws not amended as a part of that motion.

### Summary of Action:

This resolution seeks to remove any reference from the Senate By-Laws to “scholastic standing” or “scholastic probation” and replace these terms with “academic standing” and “academic notice” respectively.

### Proposed By-Law Change (track changes):

#### B.5 Full-Time and Part-Time Students

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

## B.10 Adding, Dropping, or Withdrawing from a Course

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

## D.2 Course Credit by Examination

- A student may not take course credit by examination for a course in which ~~he or she they~~ have earned a grade of 'F' (see "~~Scholastic Academic Standing~~") (*updating reference to section title*)

## E. ~~Scholastic Academic Standing~~ (*updating section title*)

### E.3.b Grades not used to calculate the GPA

*Pass-Fail Option:* A student who is ~~not~~ in good academic standing (i.e., not on academic notice, subject to dismissal, or dismissed) ~~on scholastic probation~~ may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than one course per semester and three courses total, to be recorded as "p" for Pass or "f" for Fail on ~~his or her~~ their permanent record.

### E.4 Temporary Grades

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

## Proposed By-Law Change (clean copy):

### B.5 Full-Time and Part-Time Students

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

### B.10 Adding, Dropping, or Withdrawing from a Course

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

### D.2 Course Credit by Examination

- A student may not take course credit by examination for a course in which **they have** earned a grade of 'F' (see "**Academic Standing**")

## E. Academic Standing

### E.3.b Grades not used to calculate the GPA

*Pass-Fail Option:* A student who is **in good academic standing (i.e., not on academic notice, subject to dismissal, or dismissed)** may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than one course per semester and three courses total, to be recorded as "p" for Pass or "f" for Fail on **their** permanent record.

## E.4 Temporary Grades

Temporary grades shall not prevent the calculation of either the semester or the cumulative grade point average.

Approved unanimously by voice vote during the December 1, 2025 Senate Meeting

# Scholastic Standards Committee

## To the University Senate

December 1, 2025

### Background:

Concerns regarding the way in which the Dean's List is calculated for Part-Time students were brought to the Senate Scholastic Standards Committee via an undergraduate student.

The Scholastic Standards Committee considered their concerns and put together a subcommittee focused on reviewing the By-Laws, Rules & Regulations of the University Senate related to the Part-Time Dean's List. The Sub-Committee included Sarah Croucher, Christine Wenzel, Brian Rockwood, Morty Ortega, Jennifer Lease Butts and Lindsay Cummings.

### Summary of Action:

This resolution seeks to update the By-Laws, Rules & Regulations of the University Senate Article II.F.1 (Dean's List) to change the way in which the Dean's List is calculated for Part-Time students.

Current calculations for Part-Time Dean's List eligibility do not dictate the number of credits utilized in the Spring Part Time Dean's List calculation. The proposed language aims to ensure a more accurate accounting of a student's overall performance. By allowing only fall and spring grades in the calculation, the revised language also ensures consistency with students on the Dean's List. The updated language also makes it clear that two semesters of grades are used to calculate an Annual Part-Time Dean's List against the full population of the school/college across both semesters.

### Proposed By-Law Change (track changes):

#### F.1 Dean's List

Semi-annually the deans of the various schools and colleges shall issue a list of those full-time degree-seeking students who for the previous semester (a) were registered for at least twelve calculable credits, (b) received no mark below 'C' nor received a 'U' in any course,

(c) earned at least a 3.0 semester grade point average, and (d) were in the upper quartile of their respective school or college.

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

An annual part-time dean's list for each school or college is calculated at the end of each spring semester. Students with a reduced courseload accommodation are eligible for the regular full-time Fall and Spring Dean's lists.

Any degree-seeking student in the school or college who did not attain full-time status at any time during the previous 12 months can be considered for the part-time dean's list if they were registered for at least 12 calculatable credits across the 12-month period (including non-required terms), at least nine of which must be in the Fall and Spring semesters. To be eligible for the part-time dean's list students must have received no mark below a 'C' nor received a 'U' in any course across the 12-month period, have earned at least a 3.0 GPA (grade point average) across the 12-month period (i.e., across required semesters and non-required terms), and their combined Fall and Spring GPA (i.e., required semesters only) must fall in the upper quartile of their school or college based on the mean Fall and Spring school/college GPA data. Students will receive the distinction "Dean's List (Part-Time)" upon satisfying these requirements. This distinction will be published on the Spring semester of their transcript, even though it shall be designated as "Annual Part-Time Dean's List."

## Proposed By-Law Change (clean copy):

### F.1 Dean's List

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

An annual part-time dean's list for each school or college is calculated at the end of each spring semester. Students with a reduced courseload accommodation are eligible for the regular full-time Fall and Spring Dean's lists.

Any degree-seeking student in the school or college who did not attain full-time status at any time during the previous 12 months can be considered for the part-time dean's list if they were registered for at least 12 calculatable credits across the 12-month period (including non-required terms), at least nine of which must be in the Fall and Spring semesters. To be eligible for the part-time dean's list students must have received no mark below a 'C' nor received a 'U' in any course across the 12-month period, have earned at least a 3.0 GPA (grade point average) across the 12-month period (i.e., across required semesters and non-required terms), and their combined Fall and Spring GPA (i.e., required semesters only) must fall in the upper quartile of their school or college based on the mean Fall and Spring school/college GPA data. Students will receive the distinction "Dean's List (Part-Time)" upon satisfying these requirements. This distinction will be published on the Spring semester of their transcript, even though it shall be designated as "Annual Part-Time Dean's List."

# Scholastic Standards Committee

## To the University Senate

December 1, 2025

### Background:

Concerns regarding the way in which the admissions requirements for Mathematics courses are described in the By-Laws, Rules & Regulations of the University Senate were shared with the Senate Scholastic Standards Committee by a faculty member who had concerns over clarity in these admissions requirements.

### Summary of Action:

This resolution seeks to update the By-Laws, Rules & Regulations of the University Senate Article II.A.1 (Admissions; Minimum Requirements) to update the way in which Mathematics requirements are described for admission to UConn.

This by-law change proposal also seeks to update the by-law language to both align with current admissions practices and public guidelines on their [website](#) that include some slight differences.

### Proposed By-Law Change (track changes):

#### A.1 Minimum Requirements

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

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

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

- Four units of English (composition and literature)

- Three units of mathematics (**one unit of each of the following or their equivalents: algebra I, algebra II, geometry**)
- Two units of laboratory science
- Two units of social science or history
- Two units (generally corresponding to two years) of a single foreign language or the equivalent (**3 units strongly recommended**)
- Three units of electives (two units must be college preparatory)
- **Elisabeth DeLuca School of Nursing applicants: high school chemistry and biology are required**
- **College of Engineering applicants: high school chemistry or physics is required**

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

## Proposed By-Law Change (clean copy):

### A.1 Minimum Requirements

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

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

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

- Four units of English (composition and literature)
- Three units of mathematics
- Two units of laboratory science
- Two units of social science or history
- Two units (generally corresponding to two years) of a single foreign language or the equivalent (**3 units strongly recommended**)

- Three units of electives (two units must be college preparatory)
- Elisabeth DeLuca School of Nursing applicants: high school chemistry and biology are required
- College of Engineering applicants: high school chemistry or physics is required

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

# **CCC+ Bylaw Change Proposal**

2025-26

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 come across several conditions and considerations they believe require clarification in the bylaws.

To this end, please find here proposals to change the CC Bylaw language about:

1. Repeatability of 3-credit courses
2. TOI Redesignation
3. Language Cleanup and Re-Adding Seal Of Biliteracy

## **1. REPEATABILITY OF 3-CREDIT COURSES**

### **Background:**

During the process of course review for the transition from General Education to Common Curriculum (CC), the Common Curriculum Committee+ (CCC+) discovered several courses carrying Content Areas – and transitioning to Topics of Inquiry (TOIs) – that were repeatable for credit with a change in topic. This inevitably led to the question of whether or not students could retake the courses for credit to fulfill multiple Common Curriculum requirements. For example, if a course was repeatable three times for credit, could a student take the course three times to count for nine credits and use just that one course to fulfill their focus area?

After some discussion, the general consensus on CCC+ and among the leaders of other curricular groups was that students should not be allowed to count three-credit courses multiple times to fulfill CC requirements. Conversely, one-credit courses that are designated as repeatable for credit may be applied up to three times.

The reasoning behind this was to encourage students to explore the greatest diversity of areas and courses possible during the fulfillment of their CC requirements. The CC already allows most students to fulfill their focus area either within their major or minor. The group did not want to encourage further comfort zoning.

Students can, of course, continue to take repeatable courses for as many credits as their school or college allow; they just cannot use more than three of those credits toward their CC requirements.

As a cleanup item, we are also removing the hyphens from the TOIs since common usage, especially in the course catalog, has since dropped them.

### **Current Bylaw Language:**

Section II.C.2.a.

*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 successfully completing at least nine credits in either a single Topic of Inquiry or in a faculty-designed Theme spanning multiple disciplines. Topic of Inquiry courses may be counted toward the major.

Including Focus or Theme, students must pass at least 21 credits of TOI courses. The 21 credits of TOI courses must be from at least six different subject areas as designated by subject code (e.g., ANTH). For cross-listed courses, students may count any subject code under which the course is offered toward this requirement regardless of the subject code under which they register for the course. No more than six credits with the INTD prefix may be elected by any student to meet the Common Curriculum Requirements.

### **Proposed Bylaw Language:**

*Topics of Inquiry:* Students must pass at least three credits of coursework in each of six Topics of Inquiry (TOI): **TOI1** – Creativity: Design, Expression, Innovation; **TOI2** – Cultural Dimensions of Human Experiences; **TOI3** – Diversity, Equity, and Social Justice; **TOI4** – Environmental Literacy; **TOI5** – Individual Values and Social Institutions; and **TOI6** – Science and Empirical Inquiry (Students must complete at least one laboratory course in **TOI6**). At least one course must be passed in each Topic of Inquiry (some courses fulfill two). Students must also satisfy a Focus requirement, by successfully completing at least nine credits in either a single Topic of Inquiry or in a faculty-designed Theme spanning multiple disciplines. Topic of Inquiry courses may be counted toward the major.

Students must pass at least 21 credits of TOI courses, including those in the Focus or Theme area. These credits are subject to the following restrictions and guidelines:

- The 21 credits of TOI courses must be from at least six different subject areas as designated by subject code (e.g., ANTH).
- For cross-listed courses, students may apply any subject code under which the course is offered toward this requirement, regardless of the subject code under which they register for the course.
- No more than six credits with the INTD prefix may be applied.
- Courses designated as repeatable for credit may be applied for a maximum of three credits per course.

## **2. TOI REDESIGNATION**

### **Background:**

As departments considered which TOIs to apply for during the transition, there were a few occasions where departments decided after initial approvals to change the TOIs for which a course was originally approved. Before the launch, this was not an issue. However, after the

launch, the Office of the Registrar raised concerns about how these changes would be tracked and accurately applied to student records.

Under the Content Area system, there were never any requests for changes because the CAs were more discipline-specific. The Common Curriculum allows for more fluidity in TOI selection for courses, though, so CCC+ anticipates that some departments may decide they want to change TOIs after an initial trial period.

Under the outgoing General Education system, CAs were also retroactive, meaning that, once a course was approved for a CA, anyone who took that course in the past was awarded that CA. However, in the case of changing TOIs, retroactivity would potentially allow students to receive credit for three or more TOIs, which cannot be allowed.

Logistically speaking then, courses must either be restricted from changing TOIs in order to maintain retroactivity, or, if changing is allowed, the Office of the Registrar must institute start and end dates for TOIs. The latter, in particular, could create havoc for advisors, who would then need to consider these start and end dates when working with students.

For the sake of ease then and in order to maintain retroactivity, CCC+ is proposing a by-law change that would prohibit courses from changing TOIs if they already have two. Courses with one TOI can still add a second. If a department would like to change the TOIs of a course once it has been added to the catalog, they must create a new course.

#### Section II.C.2.c

##### **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.

Once approved for two TOIs, a course may not change those TOIs. A course with one TOI may add a second, but any course wishing to change from existing TOIs to completely different ones must do so under a new number.

### 3. LANGUAGE CLEANUP and RE-ADDING SEAL OF BILITERACY

#### **Background:**

This item proposes several inter-related changes.

On May 1, 2023, the University Senate approved the addition of the Seal of Biliteracy as a way for students to fulfill their Second Language (SL) competency requirement under Common Curriculum. This addition marked another of several ways students could fulfill this requirement without taking second language classes at UConn or transferring in such credit from other institutions.

However, this change came at a time of transition when the Senate was also considering language to change over all references of General Education to Common Curriculum. The Seal of Biliteracy proposal still had old General Education language in it, and somewhere along the way, the Seal of Biliteracy part was lost in the transition and did not make it into the most updated version of the bylaws. **The first proposed change is to re-add the already approved Seal of Biliteracy language back into this section of the bylaw.**

**Additionally, three other minor edits to this section of the bylaws are also being made to do the following:**

- 1) Correct the language to describe the Quantitative requirement as a “Competency” rather than a “Literacy”
- 2) Correct the name of the infused IDML competency from “information and digital media literacy” to “Information, Digital, and Media Literacy,” and to capitalize the names of these two competencies for consistency.
- 3) Add the words “or equivalent” to account for additional avenues of satisfying the SL requirement, such as native speakers testing out of it through LCL or a student obtaining an academic adjustment through the Center for Students with Disabilities.

CCC+ thus proposes the following amendments to the Senate bylaws:

Section II.C.2.b-c

#### **Current Bylaw Language:**

*Competencies:* 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 W courses, one of which must be in the major field of study at the 2000-level or above.

*Courses:* All courses offered for Common Curriculum credit must be recommended for approval by the Common Curriculum Committee (CCC) (see II.C.2.e, Oversight). Courses in the six

Topics of Inquiry may have only Common Curriculum courses as prerequisites and corequisites, with the exception of (a) Honors courses for which Honors student status is a prerequisite, and (b) TOI-6 courses and TOI courses that are also Writing Competency courses which may have prerequisites and corequisites that are not Common Curriculum courses.

**Proposed Bylaw Language:**

*Competencies:* The Common Curriculum includes competencies in quantitative skills, second language proficiency, and writing. Two additional competencies – Information, and Digital, and Media Literacy and Dialogue – are infused across the Common Curriculum within TOIs. Quantitative Competency 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) passing the third-year high school level course in a language other than English or 2) attaining a Seal of Biliteracy or 3) passing the second semester course in the first-year sequence of college level study in a language other than English, or equivalent. Writing Competency is established by passing the First-Year Writing requirement (ENGL 1007 or 1010 or 1011) and two W courses, one of which must be in the major field of study at the 2000-level or above.

*Courses:* All courses offered for Common Curriculum credit must be recommended for approval by the Common Curriculum Committee (CCC) (see II.C.2.e, Oversight). Courses in the six Topics of Inquiry may have only Common Curriculum courses as prerequisites and corequisites, with the exception of (a) Honors courses for which Honors student status is a prerequisite, and (b) TOI6 courses and TOI courses that are also Writing Competency courses which may have prerequisites and corequisites that are not Common Curriculum courses.

**Proposed Bylaw Language (Clean Version):**

*Competencies:* The Common Curriculum includes competencies in quantitative skills, second language proficiency, and writing. Two additional competencies – Information, Digital, and Media Literacy and Dialogue – are infused across the Common Curriculum within TOIs. Quantitative Competency 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 either 1) passing the third-year high school level course in a language other than English or 2) attaining a Seal of Biliteracy or 3) passing the second semester course in the first-year sequence of college level study in a language other than English, or equivalent. Writing Competency is established by passing the First-Year Writing requirement (ENGL 1007 or 1010 or 1011) and two W courses, one of which must be in the major field of study at the 2000-level or above.

*Courses:* All courses offered for Common Curriculum credit must be recommended for approval by the Common Curriculum Committee (CCC) (see II.C.2.e, Oversight). Courses in the six Topics of Inquiry may have only Common Curriculum courses as prerequisites and corequisites, with the exception of (a) Honors courses for which Honors student status is a prerequisite, and (b) TOI6 courses and TOI courses that are also Writing Competency courses which may have prerequisites and corequisites that are not Common Curriculum courses.